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ABSTRACT

The introduction to this curriculum guide for junior-senior high school level physical education programs describes the rationale and philosophy of the programs, their goals, and expected learner outcomes. Planning, teaching, and evaluating the programs is discussed as well as administrative details such as maintaining facilities and equipment, budgeting, and legal liability and safety considerations. The programs are comprised of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities and outdoor pursuits. It is suggested that a well-balanced physical education program will provide opportunities for students to participate in activities from all seven dimensions. The scope of each activity is described and the sequence for developing basic and more advanced skills in each is outlined. (JD)

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Junior-Senior High School

CURRICULUM GUIDE

ED295902

Physical Education

Grades 7-12

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Alberta
EDUCATION

JUNIOR-SENIOR HIGH SCHOOL PHYSICAL EDUCATION

Grades 7-12

1988

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NOTE: This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the program of studies. In these instances, the content is printed in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

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INTRODUCTION

A. PROGRAM RATIONALE AND PHILOSOPHY

Alberta's secondary schooling process is comprised of a variety of subjects and experiences designed to help all students reach their fullest potential. While the unique contributions of physical education to the school program are motor skill development and physical fitness, physical education is concerned with the whole being and therefore consists of learning modes that are based upon the interrelated cognitive, affective, and psychomotor behaviours of students.

The physical education program, a vital part of the schooling process, features a student-centred learning environment that attempts to meet the needs of all students in order to encourage their optimal development. The program is designed for a wide range of student abilities and, therefore, is comprised of varying activities, progressions in difficulty, and standards of achievement.

Through the provision of knowledge about physical activity and the opportunity to develop physical, social and emotional skills, the physical education program is intended to foster self-initiated participation in physical activities and the formulation of a healthy lifestyle. The student-centred approach, which integrates all three learning domains, provides the opportunity for students to achieve a measure of success, and thereby to enhance their self-concept. In addition, the program has the potential to refine students' social skills in that many of the interaction skills, values, and attitudes promoted by physical activity are transferable to other areas of the students' lives.

A wide variety of learning experiences were carefully structured to meet individual differences in order to ensure that this physical education program has the potential to fulfil its purpose. That is, the program provides students, regardless of ability level, with experiences that encourage them to make wise personal decisions regarding lifelong participation in physical activity. This program can contribute to an active, healthy, and productive adulthood by providing students with the necessary knowledge, physical skills, social and emotional skills, and predisposition to develop and maintain physical fitness and positive attitudes toward lifelong participation in physical activity.

The student-centred philosophy permits adaptation to individual student needs and abilities, including physical and emotional differences. This objective is supported by the considerations provided in the curriculum guide, which are intended to assist teachers in accommodating adolescent male and female social, emotional and physical differences, and learning needs crucial to junior and senior high students' stages of cognitive development.

The rationale and philosophy for physical education in Alberta schools originates from The Goals of Basic Education, adopted by the Alberta Legislative Assembly in 1978, and The Goals of Secondary Education from the *Secondary Education in Alberta* policy statement of June 1985.

B. GOALS AND LEARNER OUTCOMES OF SECONDARY PHYSICAL EDUCATION

Goal 1

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE STUDENT'S INDIVIDUAL DEVELOPMENT OF MOTOR SKILLS THAT ARE EFFECTIVE, EFFICIENT, AND APPLICABLE TO A WIDE VARIETY OF PHYSICAL ACTIVITIES.

Learner Outcomes

To the extent of their own unique ability, students will develop:

1. locomotor, non-locomotor, and manipulative skills in a wide variety of physical activities suitable for developmental and recreational purposes; and

2. the ability to define, analyze and solve movement problems inherent in a wide variety of physical activities suitable for developmental and recreational purposes.

Goal 2

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE STUDENT TO DEVELOP, MONITOR, AND MAINTAIN AN APPROPRIATE, INDIVIDUAL FITNESS LEVEL.

Learner Outcomes

To the extent of their own unique ability, students will develop:

1. the ability to participate in vigorous activity;

2. appropriate physical fitness in the areas of cardiorespiratory endurance, muscular endurance, strength, and flexibility; and

3. the ability to assess and monitor personal physical fitness needs and to design a safe program to meet these needs.

Goal 3

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE STUDENT TO UNDERSTAND CONCEPTS BASIC TO PHYSICAL MOVEMENT AND TO APPLY THESE UNDERSTANDINGS TO A VARIETY OF PHYSICAL ACTIVITIES.

Learner Outcomes

To the extent of their own unique ability, students will develop:

1. physical skills, physical fitness, and understanding of scientific principles of movement and the relationship of exercise to personal well-being;

2. knowledge of rules, techniques, strategies, and mechanical, physiological and psychological concepts as they relate to various physical activities;

3. essential safety skills, practices, and techniques necessary in physical activity.

Goal 4

THE PHYSICAL EDUCATION PROGRAM WILL ASSIST THE STUDENT TO DEVELOP POSITIVE PERSONAL ATTRIBUTES.

Learner Outcomes

Students will develop:

1. a positive, realistic self-image, understanding and accepting themselves with their strengths and limitations;

2. a positive and responsible attitude toward and independence in pursuing a wide variety of desirable recreational habits, interests, and skills which will lead to wise and satisfying use of leisure time;

3. a sense of achievement, joy, pleasure and satisfaction in life through a variety of wholesome physical activities;

4. a sensitivity toward and an appreciation of the beauty of skilled movement;

5. appreciation of their own growth and development in social, emotional, ethical and physical areas.

Goal 5

THE PHYSICAL EDUCATION PROGRAM WILL ASSIST THE STUDENTS TO DEVELOP POSITIVE INTERPERSONAL SKILLS TRANSFERABLE TO OTHER AREAS OF THEIR LIVES.

Learner Outcomes

Students will develop:

1. appreciation of the worth of others, and respect for their rights;

2. consideration and understanding of the needs, strengths and limitations of others;

3. attitudes and skills of cooperation and conciliation essential to fair play, competition and team interaction, as well as to leadership and the ability to follow a leader;

4. an appreciation of and ability to act in accord with game etiquette and the values of loyalty, honesty, dependability, kindness and generosity.

C. CONTENT

SECONDARY PHYSICAL EDUCATION PROGRAM MODEL

The secondary physical education program is comprised of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities and outdoor pursuits. By engaging in a balanced selection of activities drawn from each dimension at levels appropriate to each student's unique ability and aptitude, students will develop their physical skills, knowledge of physical movement, positive personal attributes, and interpersonal skills and attitudes. Confidence, respect for oneself and others, and a predisposition toward lifelong engagement in physical activity, with the attendant rewards of health, self-esteem and positive social relationships, are the long-term objectives of the physical education program.

Program Balance

A well-balanced program provides opportunities for students to participate in activities from all seven dimensions, appreciating local or individual considerations such as access to facilities, religious persuasion, or health. A balanced physical education program drawn from each of the seven dimensions will provide a broad and varied program of physical education.

Activity selection and time allocation will be determined by the needs and development of the students, by the program objectives, and by many other factors.

The balance may also differ from grade to grade, and from junior high to senior high school depending on such factors as individual needs, time and facilities.

APPLICATION OF SECONDARY PHYSICAL EDUCATION PROGRAM

The physical education program is intended to provide students in grades 7 through 10 with an opportunity to develop skills in a variety of physical activities at levels of proficiency reflective of each student's unique abilities. It is therefore mandatory that all seven dimensions of the program be addressed in the required component of each course in grades 7 through 10, notwithstanding the exemptions specified below.

Because of the greater proficiency of skills of most students who pursue the complementary 20 and 30 courses, the study of all seven dimensions is not required at the complementary level. However, the fitness dimension must be included in both Physical Education 20 and 30. The complementary physical education program should accommodate a variety of student needs, interests and abilities, and should aim at a balance of many dimensions rather than over-emphasis on one aspect of the program.

Required/Elective Components

Each dimension of the grade 7 through 10 physical education program must receive no less than 10% of the available instructional time at each grade level. The required component of 80% of the available instructional time therefore allows the remaining 10% to be used for extension of one or more dimensions. The 20% elective component can be applied to one or more of the dimensions for enrichment or remediation. This 20% is not an addendum to the required component but should be utilized throughout the duration of the course as indicated by student needs and interests.

At the grade 11 and 12 levels, 70% of the total instructional time should be devoted to the required component of the program, and 30% to the elective. The elective may be used to extend the required component, to address dimensions not incorporated into the required component, or to provide special emphases.

Exemptions

As an integral part of the well-balanced physical education program, each dimension utilizes carefully selected activities to contribute to the development of the physically educated individual. In the following specified circumstances, however, exemptions may be warranted:

PROGRAM EXEMPTIONS

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURES AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
Individual	1. Religious beliefs	1. Statement in writing from parent to principal	• When exemption is granted, alternative activities consistent with the goals and objectives of the physical education program should be substituted where practicable.
	2. Medical	2. Certification by medical officer with statement of activities to be avoided	
Class, grade, school	• Access to facilities • Religious beliefs.	• Initiated by board or parent • Approved by the local school board or school governing authority • Exemption shall be registered on the Secondary School Program Plan and approved by the Alberta Education Regional Office serving the area.	

Variable Credit Programming

Physical education at the senior high level permits variable credit programming and requires a demonstrated progression of learning between each of the senior high grades. Because the program accommodates a wide variation of student ability levels, students from all program routes should be able to participate successfully in Physical Education 10.

The choice to offer Physical Education 10, 20 or 30 for three, four or five credits is accommodated by placing the required minimum percentage of time per dimension (e.g., 10%) against a 75, 100 or 125 hour time frame. The emphasis on each dimension within the required component remains constant while the time and credit values vary.

Complementary Secondary Physical Education Program

Physical Education 20-30 are complementary courses (i.e., optional) but may be used to fulfil additional credit requirements for the Advanced or General High School Diplomas. The prerequisite nature of the Physical Education 10-20-30 sequence requires increased complexity of physical, cognitive or affective demand and differentiated content at each successive grade level. Credits are awarded on the basis that the experience provided at each grade is differentiated from the previous grade and that performance expectations increase hierarchically. A logical and articulated transition in scope and sequence of content is also required. Dimensions included for additional study should contain some activities never before covered. Activities that were studied from grades 7 through 10 should be covered at a more sophisticated level.

Physical Education 20 will build upon the skills of students entering from grade 10, but will provide opportunity for further expansion and depth of learning. Physical Education 30 will be an extension, but not a duplication of the Physical Education 20 program. The articulated 10-20-30 program should culminate in Physical Education 30.

The program models for the core physical education program (grades 7 through 10), and the complementary physical education program (grades 11 and 12), are presented below.

CORE PHYSICAL EDUCATION PROGRAM

PHYSICAL EDUCATION 7-10	
REQUIRED* 80%	ELECTIVE 20%
1. Aquatics 2. Dance 3. Fitness 4. Games A and B 5. Gymnastics 6. Individual Activities 7. Outdoor Pursuits	The 20% elective time can be used for remediation or enrichment of the required program content.

*No less than 10% of the instructional time must be allocated to each dimension in the required component of the grades 7 through 10 program. This allows 10% flexibility for extension of one or more dimension in the required component of the program.

COMPLEMENTARY PHYSICAL EDUCATION PROGRAM

PHYSICAL EDUCATION 20	
REQUIRED 70%	ELECTIVE 30%
1. Fitness 2. A minimum of three other dimensions • games • dance • aquatics • gymnastics • individual activities • outdoor pursuits	1. The 30% elective time can be applied to an extension of the required component. 2. The 30% elective time can be applied to one or more of the remaining dimensions not used to make up the 70% required component. 3. Instruction may include special emphasis on such areas as: contemporary issues, officiating, leadership, history, sports medicine, anatomy, kinesiology, etc.

PHYSICAL EDUCATION 30	
REQUIRED 70%	**ELECTIVE** 30%
1. Fitness 2. A minimum of two other dimensions • games • dance • aquatics • gymnastics • individual activities • outdoor pursuits	1. The 30% elective time can be applied to an extension of the required component. 2. The 30% elective time can be applied to one or more of the remaining dimensions not used to make up the 70% required component. 3. Instruction may include special emphasis on such areas as: contemporary issues, officiating, leadership, history, sports medicine, anatomy, kinesiology, etc.

D. RESOURCES

A variety of learning resources has been identified for recommended and supplementary teacher reference for each of the seven dimensions. These are listed in Appendices A and B.

PLANNING, TEACHING, AND EVALUATING

A. GROWTH AND DEVELOPMENT CHARACTERISTICS

Physical education aims to contribute to the positive development of each student's unique physical, mental, and social needs. Although patterns of growth and development and general characteristics have been identified for each age grouping, physical educators must be cognizant of the varying rates of development and accepting of a wide range of task responses. These patterns and stages of development must be considered during program planning, and daily lessons must be flexible enough to accommodate individual differences. The wide range of activities specified within the seven dimensions of the program should provide sufficient choice for flexible programming that will accommodate the uniqueness of all students.

Growth and development characteristics have definite implications for planning the physical education program. The material that follows summarizes these characteristics and outlines program planning implications.[1]

1. Junior High

   a) Physical Characteristics

   - the majority of students will have reached puberty by the end of this period.
   - the body undergoes rapid physical change and growth.
   - gross motor coordination may be poor and students will appear awkward as they experience their "growth spurt".
   - fine motor coordination is fairly well developed and overall coordination will continue to improve.
   - some aspects of fitness will be near equal between the sexes.
   - females tend to mature earlier than males, but as males mature they may become stronger, faster and larger than the typical female.
   - students tend to tire easily but endurance continues to improve as heart and lung sizes increase.

   b) Mental Characteristics

   - attention span is increasing and students are becoming more capable of understanding abstract concepts and learning more complex skills. They use logical reasoning based on classifying and ordering.
   - students enjoy working with things and like to determine why and how things work.
   - students enjoy a challenge and become keenly competitive in both individual and team situations.
   - students are interested in practising and mastering skills and are generally enthusiastic and highly motivated.
   - students develop an awareness of social concerns and strive for independence.
   - students begin to accept responsibility for their actions and are more capable of making their own decisions.

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1. Adapted from *Physical Education: A Program for all Seasons, Physical Education of Idaho Public Schools, Grades 7 - 12,* Idaho State Department of Education, Division of Instructional Improvement, January 1982.

c) Social and Emotional Characteristics

- students seek acknowledgement and need encouragement and reassurance.
- peers play an ever-increasing role of importance and peer group loyalties are evident.
- permanent friendships are also evident and students have a strong need to "belong".
- emotions are difficult to control and run to extremes. Attitudes may fluctuate.
- students are becoming interested in the opposite sex and are more concerned about their personal appearance and hygiene.

d) Program Implications of Growth Characteristics

Rapid muscular development, accompanied by periodic stages of awkwardness and poor coordination, means that junior high students may exhibit widely varied abilities.

Growth Characteristic	Program Implication
(1) Growth spurt	Regular physical activity should be provided to enhance normal growth, and information about physical changes taking place should be presented.

2. Senior High

a) Physical Characteristics

- most students will outgrow their "awkward" stage as they approach maturity during their high school years.
- they will experience significant gains in weight, strength, and both cardiovascular and muscular endurance.
- fine and gross motor coordination and muscular control are greatly enhanced.
- females typically do not maintain physical activity and will begin to experience a decrease in strength and flexibility unless activity is maintained.
- females tend to reach maturity earlier than males.
- males are capable of attaining higher fitness and physical performance scores than females in most aspects of fitness.

b) Mental Characteristics

- students now have a longer attention span and are able to concentrate for greater periods of time.
- a greater interest is shown in intellectual and aesthetic pursuits.
- a concern for their successes and failures is apparent as they are looking toward their future and as they begin to relate to immediate and long-range goals.
- abstract reasoning is developing.
- mental abilities are developing and students require more exposure and varied experiences to function in society.

c) Social and Emotional Characteristics

- peers have a strong influence on an individual during this period of life; peer group loyalties are very strong, as is the need to "belong".
- students strive for and demand greater independence and may resent controls placed upon them.

- most students are responsive to the needs of others and are aware of and sensitive to the opposite sex.
- personal appearance and hygiene are of great importance.
- many students are striving for a personal identity.

d) Program Implications of Growth Characteristics

The patterns of growth and development vary greatly between male and female students in high school. Motor coordination and strength will improve for both sexes. Students will become increasingly aware of interests in their personal development and appearance as their adult drives become stronger.

Characteristics	Program Implications
(1) Personal appearance paramount	The beneficial results of regular physical activity on appearance should be emphasized.
(2) Weight gain, growth nearing completion	Continued regular physical activity to enhance growth and development should be encouraged.
(3) Need for more autonomy of self	Experiences that permit students to make decisions should be provided.
(4) Increased sexual awareness	Co-educational activities should be encouraged.
(5) "Peer Power"	Success in front of the group should be ensured.

B. SHORT- AND LONG-TERM PLANNING

1. Yearly Planning

Yearly planning is essential to the development of a quality physical education program. It is a decision-making process that should involve all members of the physical education staff.

Many factors such as student abilities, facilities (school and community), equipment, staff, budget, transportation and program philosophy affect yearly planning. Because of the variety of factors that can influence program planning, no set program can serve all physical education situations equally well. Each physical education staff should therefore go through the planning process, referring to the guidelines and recommendations of the provincial curriculum, to create a program that is best suited to the particular needs of their students and school.

This planning process involves defining and/or developing the following areas:

- school profile
- program philosophy
- aims and objectives
- scope and sequence of activities
- program balance
- scheduling

- student evaluation
- program evaluation

2. Unit Planning

Unit plans provide a comprehensive outline of how a particular activity will be taught and its specific contributions to overall program objectives. The unit plan should consist of four main components: specific objectives, learning activities, student and unit evaluation techniques, and resources.

3. Lesson Planning

The lesson plan should provide a proposal for the organization and management of time, space, equipment, learning activities and students to be taught, in order to maximize the attainment of lesson, unit and program objectives. It should be a flexible rather than rigid guide in order to accommodate spontaneous teaching and learning opportunities.

All phases of program planning are addressed in the secondary physical education in-service package available from ACCESS NETWORK (see page 193).

C. TEACHING METHODS AND STRATEGIES

1. Teaching Methods

The variety of student abilities and the breadth of concepts, skills, and attitudes learned in physical education suggest that teachers should practise an array of teaching approaches. An effective teacher of physical education has a repertoire of methods and uses them in specific situations, depending upon desired learner outcomes, subject matter, the nature of the learners and their stage of learning, the number in the class, and the particular needs of the moment.

Current literature suggests an array of teaching methods. The most prevalent physical education teaching model was developed by M. Mosston and is based on the axiom that "teaching behaviour is a chain of decision-making".[1] Mosston's model is represented by a continuum of teaching methods. At one end of the curriculum, all decisions are made by the teacher. Moving along the continuum, different teaching methods evolve which encourage the transference of decision making from teacher to learner. These are termed indirect or student-centred teaching methods. Ultimately, the learner is making all the decisions while the teacher acts as a resource person. Mosston's continuum is as follows:

(1) The COMMAND METHOD requires the teacher to make all decisions while the learner obeys and responds.

(2) The PRACTICE METHOD allows the learners to make some decisions associated with what they are doing. Students might select the task itself or choose the best area for practice.

(3) The RECIPROCAL or PAIRS METHOD requires learners to work with a partner. One student acts as the doer while the other provides feedback using prescribed criteria set by the teacher.

1. Mosston, M., and S. Ashworth, *Teaching Physical Education*, Columbus, Ohio: Merrill Publishing Co., 1985.

(4) The SELF-CHECK METHOD provides students with the opportunity to respond to the challenge of working on their own while following a checklist of activities designed by the teacher. It allows them to evaluate themselves and progress at their own pace.

(5) The INCLUSION METHOD introduces multiple levels of performance into the same task. Students select the point where they will begin the task and the level of performance for which they will try.

(6) The GUIDED-DISCOVERY METHOD allows each learner to respond to a sequence of teacher-prescribed tasks or questions and to discover the "whys" and "hows" of the activity in question.

(7) The DIVERGENT METHOD encourages learners to solve problems. A problem is structured by the teacher, and learners determine as many solutions as possible. Once all alternatives have been explored, specific criteria are provided and the students determine the best solution.

(8) The GOING-BEYOND METHOD is one in which learners devise problems and develop solutions independently. Students learning with this method would have a firm grasp of the skills required, the confidence to try variations of activities, and the ability to make their own decisions about ways to improve performance.

Used in the appropriate situations, each of these teaching methods can be valuable. Each offers different potential in helping students develop physical skills, knowledge and understandings, social skills, as well as positive attitudes and appreciations.

2. Teaching Strategies

a) Separate competition from skill learning. When all skill drills are competitive, the focus is on winning, not learning, and beginners feel responsible for team losses rather than trying to improve skills.

b) Provide as much opportunity for skill instruction and feedback as possible for students who do not have the basic skills to enjoy a game. Invite them to come early to class or return after school, assign homework, or provide extra inclass practice in addition to regular class instruction. Avoid taking on the role of referee in classes, and continue to teach during the class tournament.

c) Use ability grouping to allow all students, beginning and advanced, to work on skills at their level, rather than boring advanced students and frustrating beginning students by teaching them all the same skills at the same time.

d) Develop and post fair play rules for team sports. Enforce the penalties for students who violate the rules.

D. EXCEPTIONAL STUDENTS

For the purposes of physical education, exceptional students may be defined as highly skilled, slow learners, physically disabled or deficient in their perceptual motor abilities. Since the goal of physical education is for all students (within their particular capabilities) to respond to the best of their own abilities, teachers are encouraged to assess the physical capabilities of exceptional students in order to establish a personal profile. This profile provides information for the development of an action plan specific to the exceptional students' needs for successful integration into the physical education program.

The needs of gifted and talented students can be better met by programs that provide them with opportunities to:

i) be involved in leadership situations.
ii) realize high level objectives within each learning domain.
iii) become immersed in an activity or topic.
iv) be exposed to indirect or student-centred teaching methods.
v) be analytical and reflective.

For assistance with meeting the needs of physically disabled students, consult the monograph *Integrating Physically Disabled Students into Physical Education*, 1985 available through the Learning Resources Distributing Centre, Alberta Education.

E. CO-EDUCATIONAL PHYSICAL EDUCATION

Each of the following areas has been the focus of research over the past decade. As a consequence, some guidelines can be derived for the effective implementation of co-educational programs.

1. Inherent Capabilities

Research has shown that in fitness measures, boys have more strength, height, weight, and cardiorespiratory endurance than girls. They also have a lower percentage of body fat. Girls generally possess greater flexibility, rhythmic ability and buoyancy. It is generally agreed that separate standards are needed for boys and girls in areas where any combination of strength, endurance, height, weight, lean body mass, flexibility, buoyancy or rhythm contribute to the evaluation of physical performance.

When evaluating the ability of boys and girls in fitness activities, it is important to remember that the above results represent the average for boys and girls. Too often these results are interpreted to mean that all boys are stronger than all girls, or that all girls are more flexible than boys. As teachers, it is important to keep in mind that considerable overlap in abilities often occurs.

The ability to acquire complex physical skills and to learn tactics and strategies associated with games has not been definitively linked to either gender. At present, it is acknowledged that boys have a greater opportunity to play games such as ice hockey, soccer, or football and therefore may enter physical education classes with a superior exposure to these spatial games. There is, however, no evidence at present to show that girls have an inability to acquire complex skills or that they cannot learn the tactics associated with games. The lack of evidence may be the result of problems associated with measuring the acquisition of skill or tactical sense.

2. Effects of Co-educational Classes

There is no evidence at present showing that co-educational physical education classes (as compared to segregated classes) affect students' attitudes toward physical education, their motivation or levels of aspiration, or that co-educational physical education classes affect the ability of either boys or girls to acquire complex skills.

There is no evidence to show that injury rates increase or decrease because of co-educational physical education. There is evidence, however, to show that girls in school sports experience injuries that are different from boys and vice versa. A recent study reported that boys experience a greater incidence of injury to their shoulder areas whereas girls experience more injuries to the knees. Boys tend to experience more

contusions, strains and fractures while girls are more prone to sprains and dislocations. The underlying reason for the difference between boys and girls is not related to anatomical or physiological differences but to the specific sport and the athlete's readiness to participate. In order to prevent injuries, conditioning programs should be provided to assist all participants to maximize their strength and endurance.

3. Teacher Attitude and Behaviour

Studies indicate that the attitude of the physical education teacher is an important determinant in the success of co-educational physical education classes. The following suggestions may assist the co-educational physical education instructor:

a) Monitor and change any tendency to describe student behaviour in generalized gender terms. Avoid saying, "The boys never pass," or, "The girls always hang back." Instead, specifically identify which boys and girls engage in this behaviour.

b) Remember that girls and boys who do not conform to traditional sex role behaviour need support, encouragement, and sometimes protection in choosing their interest and developing their abilities.

c) Compliment and encourage students who play enthusiastically and fairly with others in the class regardless of skill or gender.

d) Avoid the use of student gender as a criterion in grouping for instruction or game play. Instead, use skill ability, height, or other criteria relevant to the activity being taught.

e) Use non-sex designated rule changes to encourage more game participation by less aggressive students. Instead of saying, "A girl must touch the ball before a shot is taken," try, "Everyone on the forward line must touch the ball before a shot on goal."

f) Encourage students who lack confidence and skill in team games. Make an effort to identify students who, like invisible players, can easily be overlooked by teachers and other students in large classes.

4. Student Reaction to Co-educational Classes

A number of participation styles have been identified for boys and girls. Many of these styles are similar for both while others are very different. For example, in one study both boys and girls had groupings identified as highly skilled and motivated athletes. For both boys and girls, there were also the "invisible athletes", low-skilled students who actively avoided contact with the ball or involvement in the play. Unique to the boys was a group of skilled athletes called "machos" who seemed to resent the presence of the girls and tried to dominate them and the lesser skilled boys. Within the girls, two groups were unique. One group was called "femmes fatales" and were girls who appeared to dislike physical education, misbehaved and teased the other students. Another group was called "system beaters", girls who were successful in being absent from class. Although there is no evidence to show that co-ed physical education negatively affects attitude, motivation or the ability to learn, it does appear to increase the variety of participation styles that the teacher has to deal with.

Research has indicated that for boys and girls of similar skill level (skilled or unskilled), co-educational physical education provides a positive learning experience. Difficulties are more likely to appear when skill level is uneven.

Studies do suggest that co-educational sport assists boys and girls to see each other in a more realistic light. Whereas segregated sport often perpetuates the idea that all girls are less skilled and less able physically than all boys, co-educational sports tends to blur the gender lines. Since women have moved into the workplace in numbers comparable to men, many feel that experiences in physical education and sport act as experiences that help both sexes interact together more productively as adults in the workplace.

F. DEVELOPING STUDENT LEADERSHIP

Opportunities for students to develop skills in decision making, organizing, communicating, problem solving, and group interaction should be integrated into all dimensions of the instructional, intramural and interschool programs. In addition to developing these leadership skills, carefully structured programs have the potential to develop desirable personal qualities such as self-confidence, initiative, reliability, perseverance, empathy, tolerance, understanding, and cooperation. The *Student Leadership Development Program* contains a variety of practical ideas for integrating leadership development into physical education settings. This publication is available from the Canadian Intramural and Recreation Association (333 River Road, Ottawa, Ontario, K1L 8H9).

G. EVALUATION

1. Student Evaluation

The objectives presented in the Introduction (B) establish the learning goals of the program. To determine whether these objectives have been met, students' performances must be evaluated. Results of this evaluation can then be used to provide students, parents, teachers, and administrators with information regarding levels of achievement related specifically to skills, fitness, knowledge, attitudes and social development.

Student evaluation should be guided by the following principles:

a) evaluation should be based on all the program objectives.

b) students should be made aware of the evaluation methods to be used and may be involved in the development of the criteria.

c) students should not be evaluated relative to how well the best student in the class performs. Rather, evaluation should be based on the degree to which all students achieve their maximum potential relative to each objective.

d) evaluation should foster a positive student attitude toward physical education.

A recommended range of weightings for each reporting period is as follows:

a) development and application of physical skills.	20-40%
b) development and maintenance of physical fitness.	15-25%
c) development of knowledge and understanding.	15-25%
d) development and maintenance of positive attitudes and social skills.	20-40%
Overall Mark to Total	100%

Accurate assessment of student progress should be a part of the educational process. This can only be accomplished if the evaluation system has been clearly outlined. Once the objectives have been stated and the program formulated and carried out, there are means to determine whether these objectives have been met. The secondary physical education inservice package available from ACCESS NETWORK and the *Secondary Physical Education Student Evaluation Monograph*, 1988 developed by Alberta Education and available through the Learning Resources Distributing Centre will assist in determining the evaluation means most suitable for various programs.

2. Program Evaluation

Regular ongoing evaluation of physical education programs can provide insight into program needs, facilitate planning and provide a basis for setting and revising objectives. Program evaluation should provide information relative to:

a) the program's contribution to individual student's interests and needs.

b) the program's contribution to the development of physical fitness, motor skills, knowledge, personal attributes and social skills.

c) the extent to which administrative organization is meeting objectives.

This topic is addressed in detail in the secondary physical education inservice package available from ACCESS NETWORK.

ADMINISTRATIVE CONSIDERATIONS

A. FACILITIES

The gymnasium is the primary facility where physical activity will be carried out. This facility should have proper floor markings, be free of safety and health hazards, have a ceiling at least 6.7 m high, and be large enough to enable the school to schedule physical education for the minimum required time per week, per pupil. The gymnasium and auxiliary indoor teaching stations are not the only places where physical activity can occur. Usable areas within the school may include hallways and classrooms.

School grounds should be large enough to provide space for a variety of activities. They should be properly surfaced, graded, drained, enclosed and free of safety hazards.

Where possible, community facilities such as tennis courts, pools, and rinks should also be used. In many communities there is a joint-use agreement between the school and the community for use of such facilities. Other community facilities often available are curling rinks, bowling alleys and golf courses. The use of such facilities can enhance the scope of a program.

More detailed information on facilities may be obtained from the publication *A Guide to Planning of Physical Education Facilities in Alberta Schools, 1979* (revised edition), Health and Physical Education Council of the Alberta Teachers' Association, Edmonton.

B. EQUIPMENT

The selection and purchase of equipment is an important task. The amount and type of equipment made available is often determined by the age and number of students, size and type of facilities, program content and funds available in any given school. When selecting and purchasing equipment, the following considerations should be made:

a) The basic needs of the instructional program should be considered first; then consideration should be given to the purchase of extra equipment for use in the intramural and interschool program.

b) Price alone should not be the determining factor for purchasing equipment. Protection, safety, durability, performance and maintenance factors should be considered.

c) School jurisdictions may consider establishing a central loan pool to provide more costly pieces of equipment.

C. BUDGET

Fiscal planning is an essential part of all physical education programs. The budget should reflect program objectives and priorities. Two types of budget planning need to be done:

a) short term – This is often referred to as the operational or yearly budget. It contains such things as equipment, facility rental, transportation, equipment repairs and textbooks. Equipment purchased in the operational budget is usually expendable (balls, nets, etc.); high cost items such as gymnastic equipment are often purchased through a capital equipment budget.

b) long term – Long-range planning, although often overlooked, is all-important for establishing priorities. Such planning simplifies the establishment of priorities when

purchasing equipment, especially major capital items; influences school philosophies; and helps determine what areas of the program need to be developed.

D. FEE ASSESSMENT

Since physical education is a required subject for all students in grades 1 to 10, it should not discriminate between students on the basis of ability and/or willingness to pay extra fees in order to participate.

In establishing a plan of activities, areas of expenditure that may exist should be kept in mind. Areas often requiring extra expenses include:

a) lock/locker rental
b) insurance coverage
c) "lab" fees – standard fees charged to all students at the beginning of a school year or charged on an individual activity basis, or a combination of both.

   – such fees in most cases involve off-school sites and include:

     i) facility rental
     ii) special equipment rental or purchase
     iii) hiring of qualified personnel
     iv) transportation.

E. INTRAMURAL AND INTERSCHOOL PROGRAMS

Intramural and interschool programs offered within a school are an important component of the total education of the student. These programs are offered outside of but are complementary to the regular curriculum; e.g., lunch time, after school, and weekends. Intramural and interschool programs complement the physical education program by further developing the skills, knowledge and positive attitudes developed in the instructional program.

Intramural programs should provide all students with opportunities to participate. A quality intramural program includes leagues and tournaments, special days, clubs, and self-directed activities. A suggested resource is the *CIRA Intramural Series* available from the Canadian Intramural and Recreational Association (333 River Road, Ottawa, Ontario, K1L 8H9).

Interschool activities consist of competition with other schools. Organization and governance of interschool programs at the junior high level differ in districts across Alberta. Provincial competition at the senior high level in a variety of activities is governed by the Alberta Schools Athletic Association (ASAA).

Students, teachers and schools have a choice in relation to providing for and participating in intramural and interschool programs. Schools should analyze their needs and the needs of the students as well as those of the community, and decide whether intramural and interschool programs should be made available as part of each student's education. If they are, the total school teaching staff should be responsible for the organization and supervision required.

F. LEGAL LIABILITY AND SAFETY CONSIDERATIONS

1. Legal Liability

   Physical educators have become increasingly concerned about legal liability resulting from injuries which may occur while students are participating in physical education programs. Legal liability is dependent upon the existence of three elements.

i) There must be a duty or standard of care owing. Physical educators have such a duty of care imposed upon them because they are entrusted with the care of students.

ii) There must be a breach of the duty or standard of care. The standard of care expected of physical education teachers is that of a "careful parent". They are expected to employ the same amount of caution that careful or prudent parents would in the care of their own children.

iii) There must be damage which results from the breach of the duty of care. Recognized legal damage would be physical injury, economic losses, or possibly nervous shock. There must be a connection between the damage or injury and the negligent act of the teacher.

Because there is an inherent risk of injury in most physical education settings, physical educators must be careful not to breach the standard of care owed to their students. It is only if a student is injured while exposed to an unreasonable risk that physical educators can be considered negligent. Physical educators who can answer affirmatively to each of the following questions are unlikely to be operating in a manner that could be considered negligent.

i) Is the activity suitable to the age, mental and physical condition of the participants?

ii) Have the participants been progressively taught and coached to perform the activity properly and to avoid the dangers inherent in the activity?

iii) Is the equipment adequate and suitably arranged?

iv) Is the activity being supervised properly for the inherent danger that is involved?

There are two additional concerns worthy of note for physical educators. (1) Improper first aid treatment could give rise to liability for any harm caused. However, failure to apply first aid in an appropriate situation could also be considered negligent. In Alberta, the Emergency Medical Aid Act, RSA, 1980, Chapter E-9, protects a person who voluntarily provides emergency first aid assistance at the scene of an accident from legal action for injuries or death unless it is established that the injuries or death were caused by gross negligence. This is commonly called Good Samaritan legislation, and would protect physical education teachers who provide first aid under emergency conditions. (2) The use of private vehicles to transport students to extracurricular activities can be problematic. School sponsored activities are covered by the liability insurance carried by the school board. Physical education instructors must rely upon their personal liability insurance for activities that are not school sponsored.

Normally, if physical educators are acting in the course of their employment, the school board will be vicariously liable and should be insured against any losses arising from legal action being taken as the result of a physical education accident.

2. Safe Learning Environment

Because of its nature, there will always be some risk of accidental injury associated with physical education. The school and teacher are responsible for minimizing the possibility of mishaps occurring. This can best be accomplished by providing a safe learning environment. Such an environment can be established and maintained by ensuring that:

a) all students change from their regular school clothing to physical education attire that facilitates freedom of movement and promotes safety. Jewelry should be removed to avoid injury to self and others.

b) facilities and equipment are in good working order and appropriate for the activity.

c) sound teaching/learning progressions that consider the readiness of the students and teacher qualifications (expertise, experience, etc.) are used.

d) supervision is carried out in a manner suitable to the occasion.

e) students are well aware of safety rules.

3. Accident Procedures

All school boards should have an accident policy on record. Each school administration should have a set of school safety rules, first aid kit, and forms to be used by teachers when reporting accidents. The physical education teacher should be familiar with these safety rules, accident reporting forms, and first aid procedures. Teachers should also check the insurance coverage held by their board for activities that are not listed in the curriculum guide.

Wayne A. Mackay's book *Education Law in Canada* (Edmond-Montgomery Publications Limited, 1984), Chapter 5, provides a comprehensive discussion of the legal liability of physical education instructors. The following book also provides useful liability reference: *Sport, Physical Activity and the Law*, Raymond Brown, Dick Moriarty, Marge Prpich. Canadian Association for Health, Physical Education and Recreation, 1984. Government of Canada, Fitness and Amateur Sports.

SCOPE AND SEQUENCE OF ACTIVITIES

A. PRINCIPLES

The following principles underlay the development of the scope and sequence for the activities in the various dimensions.

1. Students mature and develop at different rates.

2. Students vary in ability (e.g., intellectual, motor-perceptual abilities).

3. Students learn at different rates.

4. Students learn in different ways.

5. Students should be challenged to learn to their potential.

6. Student ability to function in more socially complex situations usually improves as the student matures.

7. It is feasible to adjust instructional and learning processes to student background, abilities, interests and learning styles within the context of group instruction.

8. Skills should be taught progressively, from simple to more complex.

9. Skills should be taught as whole actions, and only broken down into partial motions if necessary.

B. PROGRESSIONS

The progressions of the activities that follow are sequentially developed continua of skills. Each progression has been organized into four levels. Each level may serve as a stage to introduce and develop some of the necessary skills. Subsequent levels should reinforce existing skills, knowledge, and appreciations. Although the progressions are generally presented as psychomotor skills, it is intended that they be integrated with cognitive and affective components. In addition to performing skills, participants should be able to analyze, make appropriate corrections to and display positive attitudes and appreciations toward activities being studied.

The following should be noted about the progressions and suggested levels.

1. Neither the progressions nor levels are intended to be prescribed programs. Rather, it is hoped they will serve as guides for teachers in the modification and development of programs tailored to their individual circumstances.

2. The levels suggested should not be tied to grade levels as they merely represent a suggested sequence. Activity instruction normally begins with simple activities and progresses to the more complex. Starting points and progressions are, however, dependent upon individual participants and are not necessarily determined by grade level. Natural ability and skills gained from previous learning experiences both in and out of school need to be assessed in order to develop a program based upon students' needs.

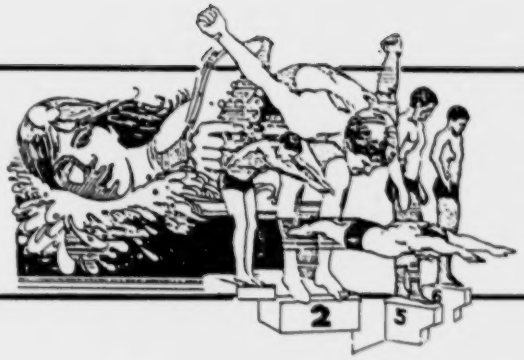
3. Teachers are encouraged to use the suggested progressions and levels to suit best the needs of their students. For example, all of a particular level need not be covered when it

is introduced. Skills can be added, deleted, or moved freely from one level to another when program or student circumstances warrant such action, or a number of levels can be offered simultaneously to different students in the same class.

4. Care should be taken to ensure that elementary, junior high and senior high school programs articulate with each other.

5. Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

AQUATICS



Diving 26
Lifesaving 28
Skin Diving 30
Swimming 31
Synchronized Swimming 33
Water Games 35
Water Safety 37

Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

AQUATICS DIMENSION LEARNER OUTCOMES

Aquatics emphasize the use of a unique environment to promote the safe pursuit of water-related activities. Activities included are: diving, lifesaving, skin diving, swimming, synchronized swimming, water games, and water safety.

Aquatics is considered a vital dimension of a well-planned physical education program. A minimum of at least one exposure to a water and water safety program is suggested during the secondary years. Decisions as to when that experience should occur will depend upon the time needed, the availability of a facility, qualified personnel, and transportation.

Each dimension provides psychomotor (P), cognitive (C), and affective (A) development. The following outcomes identify the knowledge, attitudes, and physical and social skills related to the aquatics dimension. Acknowledging individual differences, each student will develop:

P/A 1. the ability to feel comfortable and confident in the water while displaying principles of buoyancy, propulsion techniques, water entries, and drownproofing skills;

P 2. the ability to swim a variety of distances and to take part in selected water games and sports;

P 3. muscular strength and total fitness through participation in water activities;

C 4. an understanding of safety and lifesaving skills associated with water activities;

P/C 5. the ability to use self-rescue skills and to assist persons in danger on, in or near water;

P/C 6. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected aquatic activities;

C 7. an understanding of the origin and history of water activities and the terminology, mechanical principles and current developments associated with water activities;

A 8. an appreciation of and respect for the water environment; and

A 9. an appreciation of the unique contribution of aquatics to personal fitness and to safety in lifetime water-related activities.

The dimension of aquatics may be exempted by a school if a facility is not accessible. This should be noted under special circumstances on the Secondary School Program Plan.

AQUATICS

DIVING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Glide on the surface	*			
2. Glide to the bottom	*			
3. Glide to handstand	*			
B. Modified Dives from Poolside				
1. Sitting dive	*			
2. Kneeling dive	*			
3. Lunge dive	*			
4. Pike fall	*			
5. Spring header	*			
6. Plain header	*			
C. Using a Board				
1. Standing take-off				
a. straight jump forward	*			
b. straight jump backward	*			
2. Walking approach and take-off				
a. straight jump	*			
D. Forward Dives				
1. Tucked position	*			
2. Piked position		*		
3. Straight position		*		
4. Forward somersault			*	
E. Inward Dives				
1. Tucked position			*	
2. Piked position			*	
F. Reverse Dives				
1. Reverse jump from poolside		*		
2. Reverse dive walk-off		*		
3. Reverse dive straight			*	
4. Reverse dive piked			*	
5. Reverse somersault			*	
G. Twist Dives				
1. Forward dive half-twist from a standing position		*		
2. Forward dive half-twist			*	
H. Armstand Dives				
1. Armstand dive				*
2. Armstand with forward cut through				*
I. Safety	*			

AQUATICS

DIVING SKILLS	Levels			
	I	II	III	IV
J. Scoring			*	
K. Terminology	*			
L. History	*			
M. Leadership	*			
N. Current Issues	*			

AQUATICS

LIFESAVING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Entering the water				
a. straddle jump	*			
b. compact jump	*			
2. Surface dive	*			
3. Undressing in the water	*			
4. Strokes				
a. backstroke without arms	*			
b. sidestroke	*			
c. trudgen stroke	*			
5. Reach, throw, wade and row	*			
B. Swim and Tow Skills				
1. Defensive methods				
a. reverse		*		
b. single leg block				
i. counter		*		
c. duck away		*		
2. Releases				
a. push up break		*		
b. pull control		*		
c. arm pull		*		
d. elbow break		*		
e. joint pressure break		*		
3. Recovery from the bottom			*	
4. Supporting a person			*	
5. Towing methods				
a. non-contact tow		*		
b. contact tow				
i. chin tow				*
c. cross-chest tow				*
d. extended tow				
i. hair			*	
ii. clothing			*	
iii. chin			*	
6. Removing a rescued person from water				
a. support position	*			
b. stirrup method	*			
c. straight arm method		*		
d. crossed arm method		*		
7. Resuscitation				
a. mouth-to-mouth method				
i. dry land		*		
ii. shallow water		*		
iii. deep water			*	
b. mouth-to-nose method		*		
c. Holger Nielsen method		*		
d. Sylvester method		*		

AQUATICS

LIFESAVING SKILLS	Levels			
	I	II	III	IV
C. Terminology	*			
D. History	*			
E. Leadership	*			
F. Current Issues	*			

AQUATICS

SKIN DIVING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Selection of equipment	*			
2. Surface swimming	*			
3. Use of flippers	*			
4. Clearing the mask		*		
5. Clearing the snorkel		*		
6. Entering the water	*			
7. Surface diving				
a. jackknife	*			
b. feet first	*			
8. Surfacing	*			
9. Underwater swimming	*			
10. Breath holding and hyperventilation		*		
11. Equalization methods (ears)		*		
B. Skill Developing Games				
1. Mask scramble		*		
2. Buddy swap		*		
3. Follow the leader	*			
4. Scavenger hunt	*			
5. Communications		*		
6. Capture the flag		*		
7. Charades		*		
8. Diver's tick-tac-toe		*		
9. Mine field			*	
10. Underwater hockey			*	
C. Locations				
1. Pool	*			
2. Lake			*	
D. Safety	*			
E. Terminology	*			
F. History	*			
G. Leadership	*			
H. Current Issues	*			

AQUATICS

SWIMMING SKILLS	Levels I	II	III	IV
A. Orientation to Water				
1. Enter shallow water	•			
2. Exit shallow water	•			
3. Move through shallow water unassisted	•			
4. Wet face	•			
5. Open eyes	•			
6. Assisted front float	•			
7. Front float and recovery	•			
8. Exhale underwater	•			
9. Rhythmic breathing (5 times)	•			
10. Back float	•			
11. Surface support (15 seconds)	•			
12. Roll over	•			
13. Back float and recovery	•			
14. Rhythmic breathing (10 times)		•		
15. Use of personal floatation device		•		
16. Front float and recovery (deep water)		•		
17. Back float and recovery (deep water)		•		
18. Surface support (30 seconds)		•		
19. Front roll wearing a personal floatation device		•		
20. HELP huddle (1 minute)		•		
21. Surface support (1 minute)		•		
22. Rhythmic breathing (1 minute)		•		
23. Tread water (2 minutes)		•		
24. Tread water (3 minutes)			•	
25. Head first surface dive				•
26. Foot first surface dive				•
27. Tread water (4 minutes)				•
28. Tread water (5 minutes)				•
29. Head first surface dive and 5 m underwater swim				•
30. Foot first surface dive and 5 m underwater swim				•
B. Moving in the Water				
1. Front glide	•			
2. Front glide and kick	•			
3. Back glide	•			
4. Back glide and kick	•			
5. Swim 5 m				
a. front	•			
b. back	•			
6. Swim 10 m				
a. front		•		
b. back		•		
7. Front crawl 15 m		•		
8. Back crawl 15 m		•		
9. Front crawl 25 m		•		
10. Back crawl 25 m		•		
11. Front crawl 50 m			•	
12. Back crawl 50 m			•	
13. Elementary backstroke 25 m			•	

AQUATICS

SWIMMING SKILLS	Levels I	II	III	IV
14. Front crawl 75 m				*
15. Back crawl 75 m				*
16. Elementary backstroke 50 m				*
17. Breast stroke 25 m				*
18. Legs only 25 m				*
19. Endurance swim 300 m				*
20. Breast stroke 50 m				*
21. Side stroke 50 m				*
22. Endurance swim 500 m				*
C. Entering the Water				
1. Jump into chest deep water	*			
2. Jump into deep water		*		
3. Front dive		*		
4. Stride entry			*	
5. Shallow dive				*
D. Competitive Swimming				
1. Racing start				*
2. Turns		*		
3. Finish				*
4. Butterfly stroke				*
E. Rules	*			
F. Safety	*			
G. Officiating			*	
H. Terminology	*			
I. History	*			
J. Leadership	*			
K. Current Issues	*			

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AQUATICS

SYNCHRONIZED SWIMMING SKILLS	Levels I	II	III	IV
A. Basic Strokes				
1. Breast stroke				
a. with glide	*			
b. bunny	*			
2. Back crawl				
a. straight arm recovery	*			
b. bent arm recovery	*			
3. Front crawl				
a. straight arm recovery	*			
b. bent arm recovery	*			
B. Layouts				
1. Back layout	*			
2. Extended back layout		*		
3. Front layout		*		
4. Extended front layout	*			
5. Front layout variant		*		
6. Side layout	*			
C. Sculling				
1. Standard scull	*			
2. Reverse scull	*			
3. Torpedo scull		*		
4. Dolphin scull		*		
5. Canoe scull		*		
6. Lobster scull	*			
7. Russian scull		*		
8. Support scull		*		
D. Egg-Beater Leg Kick				
1. Stationary		*		
2. Forward		*		
3. Backward			*	
4. Sideways			*	
E. Basic Body Positions				
1. Tuck position	*			
2. Pike position	*			
a. back somersault tucked			*	
b. front piked somersault			*	
3. Dolphin				*
4. Eiffel Tower				*
F. Twists				*
G. Spins				*
H. Routines				
1. Swimming to music		*		

AQUATICS

SYNCHRONIZED SWIMMING SKILLS	Levels I	II	III	IV
2. Swimming formations			*	
3. Floating patterns				*
I. Entries				
1. Head first	*			
2. Feet first	*			
J. Rules	*			
K. Safety	*			
L. Terminology	*			
M. History	*			
N. Leadership	*			
O. Current Issues	*			

AQUATICS

WATER GAMES SKILLS*	Levels I	II	III	IV
A. Games				
1. Sharks and minnows	*			
2. Fish in the net	*			
3. Stingray	*			
4. Poison	*			
5. Water rag	*			
6. Colours	*			
7. Chicken fights	*			
8. Sponge around	*			
9. Piranha	*			
B. Ball Games				
1. Basketball	*			
2. Whale	*			
3. Team basketball	*			
4. Pool baseball	*			
5. Dodgeball	*			
6. Easy volleyball	*			
7. Volleyball	*			
8. Tuna	*			
9. Water polo	*			
10. Tube polo	*			
11. Octopus	*			
12. Football	*			
13. Name ball	*			
14. Pool tennis	*			
15. Sponge tag	*			
16. Over and under	*			
C. Races				
1. Swimming underwater		*		
2. Swimming backward		*		
3. Switch stroke		*		
4. Jumping beans		*		
5. Raft races		*		
6. Push balloon		*		
7. Water carry		*		
8. Tennis ball chin race		*		
9. Ping-pong race		*		
10. Wet race		*		
D. Diving Games				
1. Pole over			*	
2. Big splash			*	
3. Porpoise			*	
4. Treasure hunt			*	
5. War ball			*	
6. Torpedo			*	
7. Hit the target			*	
8. Ankle dive			*	

AQUATICS

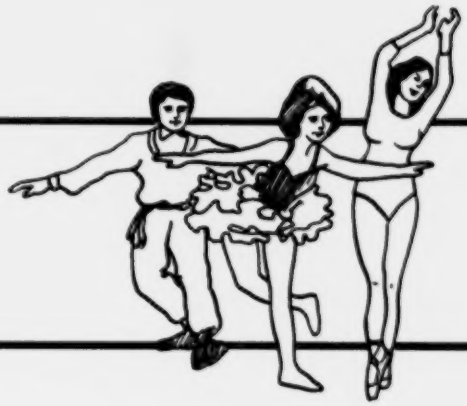
WATER GAMES SKILLS*	Levels I	II	III	IV
E. Underwater Games				
1. Water gymnast				*
2. Flying porpoise				*
3. Flying dolphin				*
4. Dive under				*
F. Rules	*			
G. Safety	*			
H. Terminology	*			
I. Leadership	*			
J. Current Issues	*			

*These games are from Robinson, Nancy. *Games to Play in the Pool*. New York: Lothrop, Lee and Shepard Books, 1980.

AQUATICS

WATER SAFETY SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Knowing rules of facility	*			
2. Locating shallow water	*			
3. Locating deep water	*			
4. Locating hazards	*			
5. Understanding and using life jackets personal floatation device		*		
6. Personal assists		*		
7. H.E.L.P.		*		
8. Throwing assists		*		
9. Safe boating practices				
a. equipment			*	
b. preventing accidents			*	
c. emergencies			*	
10. Rescue breathing			*	
11. Ice safety				
a. thickness			*	
b. emergency procedures			*	
12. Water hazards				
a. weeds				*
b. currents				*
c. local hazards				*
13. Rescue breathing from land, dock or boat to victim in water				*
14. Safety in water sport situations				
a. skin diving				*
b. water skiing				*
c. snorkelling	*			
15. Hypothermia				*
B. Terminology	*			
C. History	*			
D. Leadership	*			
E. Current Issues	*			

DANCE



Folk Dance 42
Modern Dance 46
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Square Dance 53

Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

DANCE DIMENSION LEARNER OUTCOMES

Dance emphasizes the expressive aspect of movement. Activities included are: folk dance, modern dance, jazz, social and ballroom dance, and square dance.

Each dimension provides psychomotor (P), cognitive (C), and affective (A) development. The following outcomes identify the knowledge, attitudes, and physical and social skills related to the dance dimension. Acknowledging individual differences, each student will develop:

P	1.	body awareness, space awareness, and quality of movement associated with one or more of folk, social, square, modern, or jazz dance;
P/C	2.	the ability to create and perform individual, partner and/or group dance compositions in one or more dance forms with or without music;
P	3.	the individual physical capacity to perform dances of a vigorous nature that have the potential to contribute to total fitness;
P/C	4.	the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected dance activities;
P	5.	the ability to participate in vigorous physical activities to music;
C	6.	an understanding of the origin and history of dance forms and the etiquette, terminology, mechanical principles and current developments in dance;
C	7.	an ability to analyze the various elements of rhythmical movement in dance;
A	8.	an appreciation of the opportunities for self-expression, creativity, individual interpretation, physical fitness, and social interaction provided through various dance forms;
A	9.	an appreciation of dance as an enjoyable lifetime activity;
A	10.	social skills which promote acceptable standards of behaviour and positive relationships with others; and
A	11.	a vital interest in the achievement and maintenance of one's personal fitness potential.

Where local conditions such as religious persuasion preclude offering the dance dimension on a school basis, this should be noted under special circumstances on the Secondary School Program Plan.

DANCE

FOLK DANCE SKILLS*	Levels I	II	III	IV
A. Basic Skills				
1. Walk	*			
2. Run	*			
3. Jump	*			
4. Leap	*			
5. Hop	*			
6. Skip	*			
7. Gallop	*			
8. Slip-step	*			
9. Step-hop	*			
10. Step-close	*			
11. Step-draw	*			
12. Step-point	*			
13. Step-swing		*		
14. Schottische	*			
15. Bleking	*			
16. Grapevine	*			
17. Yemenite			*	
18. Two-step			*	
19. Brush	*			
20. Waltz	*			
21. Balance	*			
22. Buzz		*		
23. Charleston			*	
24. Kick	*			
25. Pas de basque		*		
26. Point				*
27. Polka	*			
28. Stamp	*			
29. Cakewalk			*	
30. English running step		*		
31. Heel clicks				*
32. Hungarian break step		*		
33. Mazurka				*
34. Rock				*
35. Shuffle				*
36. Solado				*
37. Slide-step		*		
38. Three–step turn		*		
39. Misirlou		*		
40. Harmonica		*		
41. Irish promenade			*	
42. Four-step turn			*	
43. Choo-choo			*	
44. Rubber-legs			*	

DANCE

FOLK DANCE SKILLS*	Levels I	II	III	IV
B. Basic Dance Positions				
1. Open	*			
2. Shoulder-waist	*			
3. Varsouviana	*			
4. Promenade	*			
5. Two-handed hold	*			
6. Back cross position	*			
7. Closed dance position	*			
C. Basic Dance Formations				
1. Non-partner				
a. scatter	*			
b. line		*		
c. circle	*			
d. broken circle	*			
2. Partner				
a. scatter	*			
b. single circle partners facing	*			
c. single circle facing centre	*			
d. square	*			
e. double circle facing counterclockwise	*			
f. double circle partners facing	*			
g. contra column			*	
h. longways set		*		
3. Groups of three				
a. scatter	*			
b. three facing three			*	
c. triple circle	*			
d. triangle			*	
4. Groups of four or more				
a. sets of two couples	*			
b. scatters		*		
D. Dances				
1. Folk				
a. ace of diamonds	*			
b. alunelul	*			
c. circle schottische	*			
d. d'hammerschmiedsg'selln	*			
e. ersko kolo	*			
f. fjaskern	*			
g. gay Gordons	*			
h. greensleeves	*			
i. Gustaf's skoal	*			
j. hora	*			
k. jibi-di jibi-da	*			
l. kiigidi kaagidi	*			
m. klumpakojis	*			
n. la bastringue	*			
o. la raspa	*			

DANCE

FOLK DANCE SKILLS*	Levels I	II	III	IV
p. la cucaracha	*			
q. maple leaf stomp	*			
r. milanovo kolo	*			
s. misirlou	*			
t. noriu miego	*			
u. Norwegian mountain march	*			
v. Oslo waltz	*			
w. owl dance (Indian)	*			
x. road to the Isles	*			
y. St. Bernard waltz	*			
z. tinikling	*			
aa. call to the piper	*			
bb. dundai		*		
cc. gathering peascods		*		
dd. gigue aux six		*		
ee. hava nagila		*		
ff. kochari		*		
gg. korobushka		*		
hh. little man in a fix		*		
ii. man in the hay		*		
jj. mayim		*		
kk. never on a Sunday		*		
ll. Red River jig (Metis)		*		
mm. ribbon dance		*		
nn. Sellenger's round		*		
oo. shiboleth basadeh		*		
pp. Sicilian tarantella		*		
qq. spinning waltz		*		
rr. sweet Kate		*		
ss. the hatter		*		
tt. tropanka		*		
uu. zemer lach		*		
vv. black nag			*	
ww. bohreen's dance			*	
xx. brandy rump bump (I)			*	
yy. dashing white sergeant			*	
zz. dayagim			*	
aaa. doudlebska polka			*	
bbb. erev ba			*	
ccc. fado blanquita			*	
ddd. harmonica			*	
eee. kalvelis			*	
fff. kohanochka			*	
ggg. kuma echa			*	
hhh. machar			*	
iii. marklander			*	
jjj. mechol ovadya			*	
kkk. meitschi putz di			*	
lll. migildi magildi			*	
mmm. rheinlander			*	

DANCE

FOLK DANCE SKILLS*	Levels I	II	III	IV
nnn. rheinlander for three			*	
ooo. rufty tufty			*	
ppp. rumunsko kolo			*	
qqq. to tur			*	
rrr. tzlil zogim			*	
sss. at the inn				*
ttt. Bavarian landler				*
uuu. corrido				*
vvv. garcon volage				*
www. hineh ma tov				*
xxx. krakowiak				*
yyy. kreuz koenig				*
zzz. neopolitian tarantella				*
aaaa. siamsa beirte				*
bbbb. weggis				*
2. Novelty				
a. alley cat I	*			
b. continental	*			
c. hustle	*			
d. slosh	*			
e. Montego Bay		*		
f. alley cat II			*	
g. black hawk waltz			*	
h. hot pretzels			*	
i. salty dog rag			*	
j. shortcake			*	
k. snoopy			*	
l. stepping out			*	
m. twelfth street rag			*	
n. pata pata				*
E. Safety	*			
F. Etiquette	*			
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

*This segment is based on the resource booklet *Secondary Folk Dance* published by the Calgary Board of Education, 1981.

DANCE

MODERN DANCE SKILLS	Levels I	II	III	IV
A. Locomotor Techniques				
1. Walk	*			
2. Run	*			
3. Leap	*			
4. Jump	*			
5. Hop	*			
6. Skip	*			
7. Slide	*			
8. Gallop	*			
B. Fundamental Movement				
1. Body as an instrument of expression	*			
2. Body's relationship to space				
a. moving at different levels	*			
b. moving in different directions	*			
c. moving on different planes	*			
d. moving in different dimensions	*			
e. making designs	*			
f. moving symmetrically	*			
g. moving asymmetrically	*			
h. moving in unison	*			
i. moving in opposition	*			
j. moving in succession	*			
k. making various pathways	*			
l. making various patterns	*			
3. Body's expression of energy				
a. intensity	*			
b. accent	*			
c. quality	*			
4. Movement and time				
a. tempo	*			
b. rhythm	*			
C. Things to Explore				
1. Levels				
a. high	*			
b. medium	*			
c. low	*			
2. Body bases				
a. feet	*			
b. knees	*			
c. sitting	*			
d. lying	*			
3. Body parts				
a. hands	*			
b. elbows	*			
c. legs	*			
d. knees	*			
e. hips	*			
f. head	*			

DANCE

MODERN DANCE SKILLS	Levels I	II	III	IV
g. feet	•			
h. torso	•			
i. arms	•			
j. back	•			
4. Symmetry and asymmetry				
a. alone	•			
b. partner	•			
5. Body shapes	•			
6. Patterns and pathways	•			
7. Qualities of movement				
a. changes in time	•			
b. changes in energy	•			
c. sudden				
i. light	•			
ii. heavy	•			
d. swings				
i. light	•			
ii. heavy	•			
iii. controlled	•			
iv. uncontrolled	•			
e. collapse	•			
f. explode	•			
g contract	•			
D. Creative Activities		•		
E. Safety	•			
F. Terminology	•			
G. History	•			
H. Leadership	•			
I. Current Issues	•			

DANCE

JAZZ DANCE SKILLS*	Levels I	II	III	IV
A. Body Percussions				
1. Snap fingers	*			
2. Clap hands	*			
3. Slap thighs	*			
4. Stamp foot	*			
B. Body Isolation				
1. Head				
a. neutral position	*			
b. up and down	*			
c. tilt	*			
d. side to side		*		
e. semicircle		*		
f. full circle			*	
g. diagonal tilt			*	
2. Shoulders				
a. neutral position	*			
b. shrugs	*			
c. forward, middle back	*			
d. circling backward together		*		
e. circling forward together		*		
f. circling forward alternately			*	
g. circling backward alternately			*	
h. alternating forward and back			*	
3. Arms				
a. positions				
i. 1st	*			
ii. 2nd	*			
iii. 3rd		*		
iv. 4th		*		
v. 5th		*		
b. stretches				
i. upward - both arms			*	
ii. upward alternately			*	
iii. side to side			*	
c. jazz hands	*			
4. Knees				
a. knee bends	*			
b. alternate knee bends		*		
c. knee roll			*	
5. Torso				
a. contraction		*		
b. extension		*		
c. flat back			*	
6. Hips				
a. diagonal			*	
b. single rotation			*	

DANCE

JAZZ DANCE SKILLS*	Levels I	II	III	IV
7. Feet				
a. parallel position	*			
b. 1st position	*			
c. 2nd position	*			
d. 3rd position		*		
e. 4th position		*		
f. heel plant	*			
g. ball of the foot	*			
h. heel lift		*		
C. Movements on the Spot				
1. Pause	*			
2. Knee bounce	*			
3. Step touch	*			
4. Toe press	*			
5. Side lunge	*			
6. Fall from seat	*			
7. Fall from knee	*			
8. 3-point hip lift	*			
9. Tuck and sit	*			
10. Tuck to knees	*			
11. Lunge and pivot	*			
12. Step up	*			
13. Tuck up	*			
14. Jumps	*			
15. Front lunge	*			
16. Jazz kick		*		
a. across		*		
b. front		*		
17. Fan kick		*		
18. Jazz square		*		
19. Passe hop		*		
20. Jazz drag		*		
21. Jazz jump variations		*		
22. Crossover pivot and lower			*	
23. Lower to side sit			*	
24. Knee tilt			*	
25. Roll and tuck			*	
26. Roll up			*	
27. Side kick			*	
28. Catch step			*	
29. Kick, catch step			*	
30. Hinge tilt				*
31. Hinge tilt fall				*
32. Jazz split				*
33. Jazz split fall				*
34. Hip lift rise				*
35. Pivot and leg extension				*
36. Body wave				*

DANCE

JAZZ DANCE SKILLS*	Levels I	II	III	IV
D. Travelling				
1. Pedestrian walk	*			
2. Heel toe	*			
3. Pedestrian run	*			
4. Chug	*			
5. Step touch series	*			
6. Step close series	*			
7. Slide		*		
8. Toe heel		*		
9. Walk with kick		*		
10. Jazz run		*		
11. Low chassé		*		
12. Hitch step			*	
13. Cross touch series			*	
14. Cross plie touch series			*	
15. Cross plie kick			*	
16. High chassé			*	
17. Jazz drag series				*
18. Lindy				*
19. Cake walk				*
20. Leap				*
21. Leap to the ground				*
E. Turns				
1. Jump 1/4 turn	*			
2. Seat spin (full turn)	*			
3. Pivot 1/4 turn	*			
4. Crossover pivot	*			
5. Jump 1/2 turn	*			
6. 3-step turn		*		
7. Push turn			*	
8. Jump full turn				*
9. Lindy square				*
F. Combinations	*			
G. Safety	*			
H. Terminology	*			
I. History	*			
J. Leadership	*			
K. Current Issues	*			

*This material has been adapted with the permission of the authors of the following book: Van Gyn, Geraldine, and Donna Van Sant O'Neill. *Jazz Dance*. Victoria: University of Victoria, Faculty of Education, 1985.

DANCE

SOCIAL AND BALLROOM DANCE SKILLS	Levels I	II	III	IV
A. Styles of Dance				
1. Smooth				
a. tall posture	*			
b. long, smooth, even steps	*			
c. gliding action	*			
2. Latin				
a. forward body lean	*			
b. small, precise steps	*			
3. Swing				
a. open to interpretation	*			
b. small steps	*			
B. Dance Positions				
1. Closed	*			
2. Open	*			
3. Conversation	*			
4. Shine	*			
C. Leading				
1. Forward lead	*			
2. Backward lead	*			
3. Left side lead	*			
4. Right side lead	*			
D. Following				
1. Attention to cues	*			
2. Sensitive to pressure	*			
E. Dances				
1. Territorial dances				
a. rumba				
i. 1st position breaks	*			
ii. box	*			
iii. Cuban walk	*			
iv. underarm turn	*			
v. 5th position break	*			
vi. underarm turn to open Cuban walk	*			
b. cha cha				
i. side basic			*	
ii. forward-back progressive			*	
iii. chassé half turn			*	
iv. crossover with walk-around			*	
v. freeze			*	
vi. underarm turn			*	
c. samba				
i. caixo (box)		*		
ii. balancetes		*		
iii. natural copacabanas		*		
iv. compasos		*		
v. underarm turn right		*		

DANCE

SOCIAL AND BALLROOM DANCE SKILLS	Levels I	II	III	IV
d. swing				
i. basic	*			
ii. throw out	*			
iii. underarm turns	*			
iv. kicks	*			
v. wrap-around	*			
2. Line-of-dance dances				
a. fox trot				
i. magic (basic)	*			
ii. box	*			
iii. conversation	*			
iv. left box turn	*			
v. swing step	*			
vi. side chassé	*			
b. waltz				
i. box		*		
ii. progressive		*		
iii. left box turn		*		
iv. balances		*		
v. turning balances		*		
vi. progressive and balances		*		
vii. forward twinkle		*		
c. tango				
i. basic			*	
ii. forward rocks			*	
iii. corte			*	
iv. conversation			*	
v. flare fan			*	
3. Fad or novelty dances				
a. butterfly	*			
b. bunnyhop	*			
c. polka	*			
d. disco	*			
e. Charleston	*			
f. schottische	*			
g. two-step	*			
F. Etiquette	*			
G. Safety	*			
H. Terminology	*			
I. History	*			
J. Leadership	*			
K. Current Issues	*			

DANCE

SQUARE DANCE SKILLS	Levels I	II	III	IV
A. Basic Square Dance Positions				
1. Forming the square	*			
2. Star promenade formation	*			
3. Line formation	*			
4. Wagon wheel		*		
B. Basic Couple Positions				
1. Forearm swing	*			
2. Elbow swing	*			
3. Closed swing position	*			
4. Western promenade	*			
5. Courtesy turn	*			
C. Basic Square Dance Movements				
1. Forward and back	*			
2. Circle left/right	*			
3. Single circle half/threequarters	*			
4. Turn back	*			
5. Bow (honour)	*			
6. Swing (waist)	*			
7. Do-sa-do	*			
8. Make a star (right/left hand)	*			
9. Back with the left	*			
10. Lead to the right	*			
11. Break to a line	*			
12. Bend the line	*			
13. Star promenade	*			
14. Inside out, outside in	*			
15. Promenade	*			
16. Single file promenade	*			
17. Grand right and left	*			
18. Weave the ring	*			
19. Arm turns	*			
20. Allemande left/right	*			
21. Pair off	*			
22. Pass through	*			
23. Separate	*			
24. Around one/two		*		
25. Veer right/left		*		
26. Split two		*		
27. Square through (2, 3, 4 hands)		*		
28. California twirl	*			
29. Dive through		*		
30. Courtesy turn	*			
31. Right and left through	*			
32. Ladies chain (half, threequarters, two/four ladies)	*			
33. Wheel around		*		
34. Grand square		*		

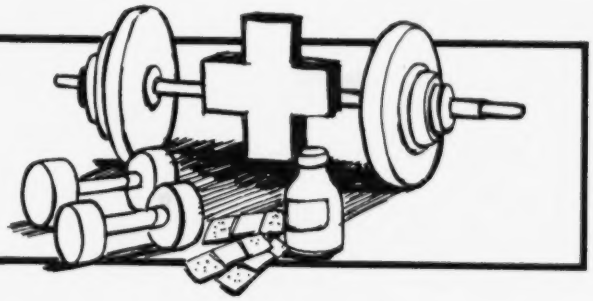
DANCE

SQUARE DANCE SKILLS	Levels I	II	III	IV
35. Do puso		*		
36. All around your left-hand lady	*			
37. Seesaw your taw	*			
38. Rollaway to a half sashay		*		
39. Grand sashay		*		
40. Backtrack		*		
41. Box the gnat		*		
42. Cross-trail		*		
43. Cross-trail through		*		
44. Crisscross			*	
45. Allemande the star			*	
46. Shoot the star			*	
47. Slip the clutch		*		
48. Ocean wave (with/without balance)		*		
49. Alamo style		*		
50. Double pass through		*		
51. First go left (right) second right (left)		*		
52. Star through	*			
53. Ends turn in			*	
54. Slide through		*		
55. Cast off (one quarter, half around, threequarters)		*		
56. Wheel and deal		*		
57. Circle to a two-faced line			*	
58. Swing through (right, left, double)			*	
59. Eight chain through			*	
60. Circulate (singles/couples/doubles)		*		
61. Clover leaf				*
62. Go red hot				*
63. Substitute				*
64. Zoom				*
65. Dixie chain				*
66. Spin the top			*	
67. Trade (partner/couples/ends)			*	
68. Trade the wave				*
69. Trade by				*
70. Flutterwheel				*
71. Sweep a quarter		*		
72. And a quarter more		*		
73. Fold (gent/lady/ends/centres)		*		
74. Face in/out			*	
75. Quarter in/out				*
76. Tag the line				*
77. Centres in/out				*
78. Outsides in/out				*
79. Curlicue			*	
80. Walk and dodge			*	
81. Pass to the centre		*		
82. Peel off				*

DANCE

SQUARE DANCE SKILLS	Levels I	II	III	IV
83. Spin chain through				*
84. Hinge (partners/couples)				*
85. Hinge and trade				*
86. Scoot back				*
87. Fan the top				*
88. Turn and left through				*
89. Turn through and partner trade				*
90. Daisy chain				*
91. Recycle				*
D. Etiquette	*			
E. Safety	*			
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

FITNESS



Aerobic Training 60
Calisthenics 61
Circuit Training 62
First Aid 64
Fitness 66
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Weight Training 71

Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

FITNESS DIMENSION LEARNER OUTCOMES

Fitness develops the individual's ability to function at an optimal level and promotes understanding of the various body systems and how they are affected by physical activity. The pursuit of physical fitness is an integral part of the other six dimensions. Therefore, it should not be limited to independent units but should also be integrated into the other six dimensions. Activities included are: aerobic training, calisthenics, circuit training, first aid, fitness, posture, and weight training.

Each dimension provides psychomotor (P), cognitive (C), and affective (A) development. The following outcomes identify the knowledge, attitudes, and physical and social skills related to the fitness dimension. Acknowledging individual differences, each student will develop:

P 1. the ability to participate in vigorous physical activities that will enhance personal fitness development throughout the total physical education program;

P/C 2. the ability to assess and apply acceptable training principles in designing personal programs to improve the health related components of cardiorespiratory efficiency, muscular strength, muscular endurance, flexibility, body composition, and posture;

P/C 3. the ability to assess and apply acceptable training principles in designing personal programs to improve the motor fitness components of agility, balance, coordination, power, reaction time, and speed;

P/C 4. the ability to plan, monitor and participate in a personal fitness program that demonstrates the adaptation and refinement of varying activities so they may be utilized in school, home or community settings;

C 5. an understanding of the safety precautions common to fitness activities;

C 6. an understanding of the history, terms, current developments in and components of functional motor fitness and the training principles, types of activities, and benefits associated with each;

C 7. an understanding of the relationship of nutrition, rest, relaxation, exercise, and sports to physical fitness;

C 8. a knowledge and application of the principles of first aid;

A 9. an enjoyment of vigorous physical activity; and

A 10. a vital interest in the achievement and maintenance of one's personal fitness potential.

FITNESS

AEROBIC TRAINING SKILLS	Levels I	II	III	IV
A. Measuring Aerobic Capacity				
1. Laboratory setting				*
2. Field testing				
a. 12-minute test	*			
b. 1.5 mile test	*			
B. Principles of Aerobic Training				
1. Progress slowly	*			
2. Warm up	*			
3. Cool down	*			
4. Know your tolerance	*			
5. Regularity	*			
6. Environmental considerations				
a. temperature		*		
b. altitude		*		
7. Age		*		
C. Variety of Exercise Programs				
1. Walking programs	*			
2. Running programs	*			
3. Cycling programs		*		
4. Swimming programs		*		
5. Sports programs			*	
6. Dance programs		*		
7. Rope skipping programs		*		
D. Safety				
1. Foot problems		*		
2. Knee and leg problems		*		
3. Back trouble		*		
4. Excess fatigue		*		
E. Cooper's Point System			*	
F. Safety	*			
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

FITNESS

CALISTHENICS SKILLS	Levels I	II	III	IV
A. Basics				
1. Calisthenic groupings				
a. for specific body parts	*			
b. for different age groups	*			
c. for various occupations		*		
d. for posture correction		*		
e. for degree of exertion required	*			
f. for health problems			*	
2. Calisthenic purposes				
a. strengthening exercises	*			
b. endurance exercises				
i. muscular	*			
ii. circulo-respiratory	*			
c. flexibility	*			
d. relaxation	*			
3. Evaluating calisthenic exercises				
a. principal action		*		
b. muscle group working		*		
c. role of force of gravity		*		
4. Adapting difficulty of exercise				
a. speed of the movement		*		
b. number of repetitions		*		
c. range of movement		*		
d. resistance to be overcome		*		
5. Representative calisthenic exercises	*			
6. Calisthenic plans				
a. 5 BX plan (for men)			*	
b. XBX plan (for women)			*	
B. Safety	*			
C. Terminology	*			
D. History	*			
E. Leadership	*			
F. Current Issues	*			

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FITNESS

CIRCUIT TRAINING SKILLS	Levels I	II	III	IV
A. Circuit Training				
1. Definition	•			
2. Advantages	•			
3. Components				
a. strength	•			
b. cardiorespiratory endurance	•			
c. muscular endurance	•			
d. flexibility	•			
4. Muscular contractions				
a. concentric	•			
b. eccentric	•			
c. isometric	•			
B. Principles of Training				
1. Overload				
a. resistance	•			
b. repetitions	•			
c. speed	•			
d. time	•			
2. Progression	•			
3. Regularity	•			
4. Use and disuse	•			
5. Maintenance	•			
6. Rest	•			
C. Developing a Circuit				
1. Goals		•		
2. Current fitness level		•		
3. Selecting exercises				
a. factors				
i. objectives		•		
ii. balance for body parts		•		
iii. intensity		•		
iv. bias (if any) introduced		•		
v. time available		•		
D. Running a Circuit				
1. Setting beginning load		•		
2. Fixed loads		•		
3. Modified circuits		•		
E. Circuit Exercises				
1. Requiring no equipment				
a. running on the spot	•			
b. jump starts	•			
c. stride jumping	•			
d. lateral leg raises	•			
e. double lateral leg raises	•			
f. squat thrusts	•			

CIRCUIT TRAINING SKILLS	Levels I	II	III	IV
g. hip raises	•			
h. head and shoulder curls	•			
i. sit-ups	•			
j. push-ups	•			
2. Requiring gymnasium equipment				
a. bench stepping	•			
b. stair running	•			
c. back extensions	•			
d. leg extensions	•			
e. rope climbing	•			
f. chin-ups	•			
g. parallel bar travel	•			
h. bent-arm travel on ladder	•			
i. parallel bar dips	•			
3. Requiring free weights				
a. threequarter squat		•		
b. straight-leg dead lift		•		
c. bench press		•		
d. bent rowing		•		
e. bent lateral raise		•		
f. sideward bend		•		
g. upward rowing		•		
h. triceps extension		•		
i. overhead press		•		
j. bent-arm pullover		•		
k. curl		•		
l. straight-arm pullover		•		
m. standing lateral raise		•		
n. supine lateral raise		•		
4. Combinations of no equipment and equipment		•		
F. Safety	•			
G. Terminology	•			
H. History	•			
I. Leadership	•			
J. Current Issues	•			

FITNESS

FIRST AID SKILLS	Levels I	II	III	IV
A. Artificial Respiration				
1. Mouth-to-mouth method	*			
2. Mouth-to-nose method	*			
3. Holger Nielsen method		*		
4. Sylvester method		*		
5. Choking				
a. back blows	*			
b. abdominal thrust		*		
c. chest thrust		*		
6. Cardiopulmonary resuscitation		*		
B. Bleeding				
1. Pressure	*			
2. Rest	*			
3. Elevation	*			
4. Dressings and bandaging			*	
C. Shock				
1. Recognizing			*	
2. "Treat the condition"	*			
D. Fractures				
1. Recognizing			*	
2. Splinting			*	
E. Head, Neck and Spine Injuries				
1. Recognizing			*	
2. Immobilizing injured area			*	
F. Burns and Scalds				
1. Recognizing				
a. superficial burns	*			
b. deep burns	*			
2. Treatment	*			
G. Environmental Injuries				
1. Cold				
a. cold exhaustion			*	
b. hypothermia			*	
c. frostbite				
i. superficial			*	
ii. deep			*	
2. Heat				
a. heat cramps			*	
b. heat exhaustion			*	
c. heat stroke			*	

FITNESS

FIRST AID SKILLS	Levels I	II	III	IV
H. Disease Related Emergencies				
1. Diabetes				
a. insulin shock		*		
b. diabetic coma		*		
2. Epilepsy		*		
3. Fainting		*		
I. Transporting a Patient				
1. Blanket and stretcher carries		*		
2. Hand carry methods				
a. cradle		*		
b. human crutch		*		
c. pick-a-back		*		
d. fireman's lift		*		
e. four-handed seat			*	
f. two-handed seat			*	
g. chair carry			*	
J. Accident Prevention	*			
K. Leadership	*			
L. Current Issues	*			

FITNESS

FITNESS SKILLS	Levels I	II	III	IV
A. Basic Components				
1. Health related				
a. cardiovascular fitness	*			
b. strength	*			
c. muscular endurance	*			
d. flexibility	*			
e. body fitness	*			
2. Skill related				
a. agility	*			
b. balance	*			
c. coordination	*			
d. power	*			
e. reaction time	*			
f. speed	*			
B. Basic Training Principles				
1. Overload	*			
2. Progression	*			
3. Specificity	*			
C. Determining Workload				
1. Intensity	*			
2. Duration	*			
3. Frequency	*			
D. Cardiovascular Fitness				
1. Effects of exercise				
a. heart	*			
b. lungs	*			
c. arteries	*			
d. veins	*			
2. Testing cardiovascular fitness				
a. 12-minute run	*			
b. step test	*			
3. Achieving cardiovascular fitness				
a. aerobic exercise				
i. jogging		*		
ii. walking briskly		*		
iii. cycling		*		
iv. swimming		*		
v. cross-country skiing		*		
vi. selected sports		*		
vii. aerobic dance		*		
4. Determining workload				
a. heart rate monitoring				
i. intensity			*	
ii. duration			*	
iii. frequency			*	
5. Personal program planning				*

FITNESS

FITNESS SKILLS	Levels I	II	III	IV
E. Strength				
1. Effects of exercise				
a. men	*			
b. women	*			
2. Testing strength				
a. bent knee sit-up		*		
b. chin-up		*		
c. push-up		*		
d. knee-dip		*		
e. using dynamometers		*		
3. Achieving strength				
a. isotonic exercises				
i. weights	*			
ii. calisthenics	*			
b. isometric exercises	*			
4. Determining workload				
a. intensity			*	
b. duration			*	
c. frequency			*	
5. Personal program planning				*
F. Muscular Endurance				
1. Effects of exercise				
a. muscles	*			
2. Testing muscular endurance				
a. side stands		*		
b. sitting tucks		*		
c. prone trunk lift		*		
d. leg change		*		
e. pogo hops		*		
3. Achieving muscular endurance				
a. for every day		*		
b. for unusual situations		*		
c. for sports		*		
d. exercises				
i. weights		*		
ii. calisthenics		*		
4. Determining workload				
a. intensity			*	
b. duration			*	
c. frequency			*	
5. Personal program planning				*
G. Flexibility				
1. Effects of exercise				
a. joints	*			
b. static and dynamic flexibility	*			
c. strength and flexibility	*			

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FITNESS

FITNESS SKILLS	Levels I	II	III	IV
2. Testing flexibility				
a. sit and reach		*		
b. arm and shoulder reach		*		
c. prone trunk lift		*		
3. Achieving flexibility				
a. passive stretching		*		
b. active stretching		*		
c. selected exercises		*		
4. Determining workload				
a. intensity			*	
b. duration			*	
c. frequency			*	
5. Personal program planning				*
H. Body Fatness and Fitness				
1. Effects of exercise	*			
2. Testing body fatness				
a. underwater weighing			*	
b. skinfold measurements		*		
c. body measurement test	*			
3. Achieving desired levels of body fitness				
a. diet		*		
b. exercise		*		
4. Determining desired amount				
a. diet				
i. intensity			*	
ii. duration			*	
iii. frequency			*	
b. exercise				
i. intensity			*	
ii. duration			*	
iii. frequency			*	
5. Personal program planning				*
I. Skill Related Fitness				
1. Effects of exercise				
a. agility	*			
b. balance	*			
c. coordination	*			
d. power	*			
e. reaction time	*			
f. speed	*			
2. Testing skill related fitness				
a. stick test of balance		*		
b. stick test of coordination		*		
c. stick test of reaction time		*		
d. stepping test of agility		*		
e. standing long jump test of power		*		
f. running test of speed		*		

FITNESS

FITNESS SKILLS	Levels I	II	III	IV
3. Achieving skill related fitness				
a. agility		*		
b. balance				
i. stationary		*		
ii. moving		*		
c. coordination				
i. hand-eye		*		
ii. foot-eye		*		
d. power				
i. strength		*		
ii. speed		*		
e. reaction time		*		
f. speed		*		
i. strength		*		
ii. efficient movement		*		
g. sports that assist			*	
4. Determining workload				
a. intensity			*	
b. duration			*	
c. frequency			*	
5. Personal program planning				
a. evaluating sports for fitness potential				*
J. Fitness Through Sports				
1. Evaluating sports for fitness potential				
a. cardiovascular fitness				*
b. strength				*
c. muscular endurance				*
d. flexibility				*
e. body fitness				*
K. Safety	*			
L. Leadership	*			
M. Current Issues	*			

FITNESS

POSTURE SKILLS	Levels I	II	III	IV
A. Basics				
1. Why good posture?				
a. effect on appearance	*			
b. effect on health				
i. lower back fatigue	*			
ii. curvature of spine	*			
2. Standing				
a. essentials of good carriage	*			
b. body alignment	*			
3. Sitting				
a. being seated	*			
b. body position in chair	*			
c. sitting on floor	*			
d. standing from sitting position	*			
4. Walking				
a. gait	*			
b. leg swing	*			
c. feet				
d. arms	*			
e. stride	*			
f. rhythm	*			
g. under adverse conditions				
i. high heels		*		
ii. in a hurry		*		
iii. up and down stairs		*		
5. Running				
a. body incline		*		
b. leg swing		*		
c. knee lift		*		
d. landing on foot				
i. fast run		*		
ii. slow run		*		
e. push-off		*		
f. abdomen		*		
g. arms		*		
h. chest		*		
i. head		*		
6. Lifting and carrying				
a. heavy objects			*	
B. Safety	*			
C. Terminology	*			
D. Leadership	*			
E. Current Issues	*			

FITNESS

WEIGHT TRAINING SKILLS	Levels I	II	III	IV
A. Types of Weight Trainers				
1. Weight lifters	*			
2. Power lifters	*			
3. Body builders	*			
B. Muscle Groups				
1. Neck		*		
2. Back		*		
3. Chest		*		
4. Shoulders		*		
5. Abdomen		*		
6. Arms		*		
7. Hips		*		
8. Thighs		*		
9. Calves		*		
C. Taking Measurements				
1. Neck			*	
2. Upper arm			*	
3. Forearm			*	
4. Wrist			*	
5. Chest normal			*	
6. Chest expanded			*	
7. Waist			*	
8. Thigh			*	
9. Calf			*	
D. Programs				
1. Beginning	*			
2. Gaining weight	*			
3. Losing weight	*			
4. Advanced				*
5. Specific sports			*	
E. Lifting Weights				
1. Sets	*			
2. Repetitions	*			
3. Setting beginning level	*			
4. Adding to beginning level	*			
5. Intensity	*			
6. Duration	*			
7. Frequency	*			
F. Basic Lifts				
1. Weights				
a. standing press	*			
b. high pull-up	*			
c. front curl	*			
d. reverse curl	*			

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WEIGHT TRAINING SKILLS	Levels I	II	III	IV
e. half squat	*			
f. heel raises	*			
g. bent arm pull-over	*			
h. straight-legged dead lift	*			
i. bent press	*			
j. bent rowing	*			
k. wrist curls	*			
l. reverse wrist curls	*			
m. shoulder shrugs	*			
n. triceps extension	*			
2. Dumbells				
a. front raise	*			
b. bent over lateral raise	*			
c. lateral raise, lying	*			
d. lateral side raise	*			
e. dumbell presses	*			
f. curls	*			
g. concentration curls	*			
h. triceps extension	*			
G. Advanced Training Methods				
1. Light and heavy system			*	
2. Heavy and light system			*	
3. Blitz program			*	
4. Cheating exercises				*
5. Circuit training		*		
6. Compound exercises			*	
7. Set system	*			
8. Supersets		*		
9. Split routines		*		
H. Safety	*			
I. Terminology	*			
J. History	*			
K. Leadership	*			
L. Current Issues	*			

GAMES A

Basketball 76
Broomball 78
Curling 80
Field Hockey 82
Floor Hockey 85
Flag Football 87
Ice Hockey 88
Lacrosse 91
Netball 94
Ringette 96
Rugby 98
Soccer 101
Softball 104
Team Handball 106
Volleyball 108

Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

GAMES DIMENSION LEARNER OUTCOMES

Games emphasize projecting, receiving and retaining skills, footwork, agility and body coordination, and elements of offence and defence. Games included are: badminton, basketball, broomball, curling, field hockey, floor hockey, flag football, handball, ice hockey, lacrosse, netball, racquetball, ringette, rugby, soccer, softball, squash, table tennis, team handball, tennis and volleyball.

Each dimension provides psychomotor (P), cognitive (C), and affective (A) development. The following outcomes identify the knowledge, attitudes, and physical and social skills related to the games dimension. Acknowledging individual differences, each student will develop:

P 1. the ability to use acquired physical skills in a wide variety of game situations;

P 2. the ability to employ sound mechanical principles efficiently in the projection, reception and retention of objects under game conditions;

P 3. the ability to apply acceptable team/individual and offensive/defensive concepts in the creation or elimination of personal and team space in game situations;

P/C 4. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected games;

P 5. an understanding of the origin and history of a variety of games and of the terminology, mechanical principles, team/individual skills, strategies and techniques employed in a variety of games;

C 6. an understanding of rules, etiquette, and safety precautions employed in a variety of games;

A 7. an appreciation of and respect for the effort, safety and abilities of oneself, teammates, opponents, officials, and instructors;

A 8. an understanding and appreciation of etiquette and self-control in game situations;

A 9. an appreciation of the necessity to accept leadership/followership roles in cooperative and competitive situations;

A 10. confidence and a desire to attempt new games or activities;

A 11. an appreciation of the role of games in the achievement and maintenance of one's personal fitness potential; and

A 12. social skills which promote acceptable standards of behaviour and positive relationships with others.

GAMES A

BASKETBALL SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Running				
a. straight	*			
b. dodging and cutting	*			
c. change of pace	*			
d. backward	*			
e. sideways	*			
f. transitions	*			
i. back to front		*		
ii. front to back		*		
2. Catching				
a. high	*			
b. low	*			
3. Stopping				
a. stride stop	*			
b. jump stop		*		
4. Ready position	*			
B. Individual Skills				
1. Offensive				
a. passing				
i. chest	*			
ii. bounce	*			
iii. lob	*			
iv. hand-off			*	
v. one-hand push		*		
vi. overhead	*			
vii. baseball	*			
viii. hook			*	
ix. behind-the-back				*
b. dribbling				
i. low or control	*			
ii. high or speed	*			
iii. crossover		*		
iv. behind-the-back				*
v. between the legs				*
vi. reverse pivot			*	
c. shooting				
i. set shot				
– two-handed	*			
– one-handed	*			
ii. jump shot		*		
iii. lay-up				
– overhand	*			
– underhand		*		
– different angles			*	
– power lay-up			*	
iv. free throws				
– one-handed		*		
– two-handed chest		*		
– two-handed underhand		*		
v. hook shots			*	

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GAMES A

BASKETBALL SKILLS	Levels I	II	III	IV
d. pivoting and turning				
i. inside turn	•			
ii. outside turn	•			
iii. reverse turn	•			
e. fakes				
i. head	•			
ii. body	•			
iii. shoulder	•			
iv. foot		•		
v. eye		•		
vi. ball			•	
2. Defensive				
a. stance	•			
b. footwork	•			
c. player with ball	•			
d. player without ball	•			
3. Rebounding				
a. offensive		•		
b. defensive		•		
C. Team Play				
1. Offensive				
a. give and go	•			
b. screen the ball		•		
c. screen and roll		•		
d. screen away		•		
e. against zones				
i. 2-1-2			•	
ii. 2-3			•	
iii. 1-3-1			•	
vi. 1-2-2			•	
f. stalling				•
2. Defensive				
a. man-to-man	•			
b. zones		•		
c. presses				
i. man-to-man			•	
ii. zone			•	
d. combatting the stall				•
e. two-man trap			•	
f. one-man trap			•	
D. Rules		•		
E. Safety	•			
F. Officiating			•	
G. Terminology	•			
H. History	•			
I. Leadership	•			
J. Current Issues	•			

GAMES A

BROOMBALL SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Basic stance	●			
2. Running	●			
3. Starting and stopping	●			
4. Change of directions	●			
5. Pivoting	●			
B. Individual Skills				
1. Grip on the broom				
a. two-hand grip	●			
b. one-hand grip	●			
2. Ball control				
a. protecting ball with body	●			
b. dribbling the ball				
i. broom in both hands	●			
ii. arms away from body	●			
iii. head up	●			
3. Passing				
a. wrist pass	●			
b. sweep pass	●			
c. flip pass		●		
d. slap pass			●	
e. forehand pass				●
4. Receiving passes				
a. with broom	●			
b. with hands	●			
c. with legs		●		
d. with body		●		
e. from different heights				
i. below knees	●			
ii. between knees and hips	●			
iii. between hips and shoulders		●		
iv. above shoulders		●		
5. Shooting				
a. wrist shot	●			
b. sweep shot	●			
c. flip shot		●		
d. slap shot			●	
e. forehand shot				●
6. Checking *				
a. with the broom	●			
b. body checking				
i. shoulder			●	
ii. hip			●	
c. taking a body check			●	

GAMES A

BROOMBALL SKILLS	Levels I	II	III	IV
7. Goaltending				
a. basic stance	•			
b. positioning				
i. shots	•			
ii. break aways	•			
c. handling shots				
i. to left	•			
ii. to right	•			
iii. high	•			
iv. low	•			
C. Team Play				
1. Positional play				
a. offensive zone	•			
b. defensive zone	•			
2. Killing penalties		•		
3. Power plays		•		
D. Rules	•			
E. Safety	•			
F. Officiating	•			
G. Terminology	•			
H. History	•			
I. Leadership	•			
J. Current Issues	•			

*Body checking skills are included for cognitive rather than psychomotor purposes. They may be introduced on a modified, controlled basis in drill situations to enhance students' understanding of the skills. However, every precaution must be exercised before permitting any body checking, regardless of modification, in game situations.

GAMES A

CURLING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Selecting equipment				
a. broom or brush	•			
b. shoes	•			
c. slider	•			
d. gloves	•			
2. Cleaning the sliding foot	•			
3. Cleaning the rock	•			
B. Ice Safety				
1. Stepping on ice	•			
2. Moving on ice	•			
3. Moving a rock	•			
4. Stopping a moving rock	•			
C. Delivery Skills				
1. Stance in the hack	•			
2. Grip	•			
3. Turns				
a. in-turn	•			
b. out-turn	•			
4. Backswing	•			
5. Downswing	•			
6. Leg drive	•			
7. Slide	•			
8. Point of release	•			
9. Follow though	•			
D. Sweeping Skills				
1. Grip				
a. overgrip	•			
b. undergrip	•			
c. push broom	•			
2. Balance	•			
3. Tandem sweeping	•			
E. Delivery Weights				
1. Draw	•			
2. Takeout	•			
3. Raise		•		
4. Hack	•			
F. Skip's Signals				
1. Turns				
a. in-turn	•			
b. out-turn	•			
2. Weights				
a. draw	•			
b. takeout	•			
c. raise		•		

GAMES A

CURLING SKILLS	Levels I	II	III	IV
d. hack	•			
e. freeze		•		
G. Shots				
1. Draw	•			
2. Guard	•			
3. Takeout	•			
4. Wick and roll		•		
5. Port shot		•		
6. Raise			•	
7. Chip			•	
H. Strategy				
1. Individual responsibilities				
a. lead	•			
b. second	•			
c. third	•			
d. skip	•			
2. Reading the ice	•			
3. Takeout game	•			
4. Draw game	•			
I. Scoring	•			
J. Rules	•			
K. Safety	•			
L. Etiquette	•			
M. Terminology	•			
N. History	•			
O. Leadership	•			
P. Current Issues	•			

GAMES A

FIELD HOCKEY SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Grip	*			
2. Stance	*			
3. Ball control				
a. stationary	*			
b. moving	*			
B. Offensive Skills				
1. Pass receiving (stationary and moving)				
a. straight	*			
b. from right	*			
c. from left	*			
d. from behind		*		
2. Dribbling				
a. loose dribble	*			
b. close dribble	*			
c. Indian dribble		*		
3. Passing				
a. mobility				
i. stationary	*			
ii. moving	*			
b. direction				
i. diagonal	*			
ii. through	*			
iii. square	*			
iv. back			*	
c. types of passes				
i. drive			*	
ii. push	*			
iii. scoop		*		
iv. flick			*	
v. reverse		*		
4. Shooting				
a. push	*			
b. drive			*	
c. feinting shot				*
d. moving goalkeeper				*
e. penalty shot			*	
5. Dodging				
a. left dodge	*			
b. split pass	*			
c. reverse stick dodge		*		
d. scoop dodge			*	
6. Defensive skills				
a. tackling				
i. straight	*			
ii. two handschassé tackle				
= outside	*			
= non-outside		*		
iii. circular face				*

GAMES A

FIELD HOCKEY SKILLS	Levels I	II	III	IV
iv. left-hand lunge				*
v. jab				*
C. Goaltending				
1. Positioning				
a. angles		*		
b. telescoping		*		
2. Clearing				
a. basic kick	*			
b. stop and clear		*		
c. handstop		*		
d. use of stick			*	
e. lunge			*	
f. penalty shot			*	
g. first time kick				*
3. Controlling circle				
a. calling		*		
b. loose ball		*		
c. lone player			*	
D. Team Play				
1. Offensive				
a. positional responsibilities		*		
b. support responsibilities		*		
c. space creation				
i. dodging	*			
ii. passing	*			
d. shooting and rebounding	*			
2. Defensive				
a. marking				
i. man-to-man	*			
ii. zone	*			
b. covering		*		
c. support play		*		
3. Special situations				
a. free hits	*			
b. hit-ins	*			
c. corners			*	
d. penalty corners			*	
e. push back	*			
f. penalty strokes			*	
E. Games				
1. Mini	*			
2. Modified	*			
3. Conditional	*			
4. Full		*		
5. Indoor	*			

GAMES A

FIELD HOCKEY SKILLS	Levels I	II	III	IV
F. Rules	*			
G. Safety	*			
H. Officiating				
1. Use of whistle			*	
2. Field responsibilities			*	
3. Positioning			*	
4. Game control			*	
I. Terminology	*			
J. History	*			
K. Leadership	*			
L. Current Issues	*			

GAMES A

FLOOR HOCKEY SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Running	•			
2. Starting and stopping	•			
3. Change of directions	•			
4. Pivoting	•			
B. Individual Skills				
1. Running				
a. free				
i. up gym floor				
– starting	•			
– stopping	•			
– changing direction	•			
ii. backward				
– checking	•			
– defending	•			
– dodging	•			
2. Stickhandling				
a. with puck				
i. advancement	•			
ii. controlling	•			
3. Passing				
a. forward	•			
b. side	•			
c. back		•		
4. Shooting				
a. forehand	•			
b. backhand	•			
5. Checking*				
a. stick				
i. lift		•		
ii. poke		•		
b. body				•
6. Goaltending				
a. goal area			•	
b. types of shots			•	
c. distribution				
i. control with stick			•	
ii. control with hands			•	
d. falling on puck			•	
e. positioning				
i. close to posts			•	
ii. centre of crease			•	
iii. cut down angles			•	
f. saves				
i. kick			•	
ii. glove			•	
iii. stick			•	
iv. block			•	
v. clearing after save			•	

GAMES A

FLOOR HOCKEY SKILLS	Levels I	II	III	IV
C. Team Play				
1. Positional play individual				
a. forwards				
i. offensive		*		
ii. defensive		*		
b. defence				
i. offensive		*		
ii. defensive		*		
2. Positional play team				
a. forwards		*		
b. defence		*		
c. goaltender		*		
d. penalty killing			*	
e. man advantage			*	
D. Rules	*			
E. Safety	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

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GAMES A

FLAG FOOTBALL SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Running	•			
2. Faking	•			
B. Individual Skills				
1. Running with ball	•			
2. Passing				
a. while stationary	•			
b. while rolling out		•		
3. Catching				
a. high pass	•			
b. low pass	•			
c. over-the-shoulder pass	•			
4. Running pass patterns				
a. fly		•		
b. hook		•		
c. curl		•		
d. square out		•		
e. post		•		
f. flag		•		
5. Kicking		•		
a. punt		•		
b. place kick		•		
6. Centering				
a. short snap		•		
b. long snap			•	
7. Blocking			•	
C. Team Skills				
1. Offence				
a. individual positions			•	
b. running plays			•	
c. team plays			•	
2. Defence				
a. individual positions			•	
b. team formation			•	
c. man-to-man coverages			•	
d. zone coverages			•	
D. Rules	•			
E. Safety	•			
F. Officiating			•	
G. Terminology	•			
H. History	•			
I. Leadership	•			
J. Current Issues	•			

GAMES A

ICE HOCKEY SKILLS	Levels I	II	III	IV
A. Individual Skills				
1. Skating				
a. forward				
i. skating posture	•			
ii. stride	•			
b. backward				
i. skating posture	•			
ii. stride	•			
c. stopping				
i. forward				
– snow plough stop	•			
– two-foot side stop	•			
– one-foot side stop		•		
ii. backward				
– two-foot stop	•			
– one-foot stop	•			
d. starting				
i. t-start	•			
ii. V or neutral start	•			
iii. crossover start		•		
e. pivoting				
i. front to back	•			
ii. back to front	•			
f. turns				
i. to the left	•			
ii. to the right	•			
iii. gliding	•			
iv. using crossovers		•		
v. power turn		•		
2. Puck control				
a. stick length		•		
b. stick lie		•		
c. stickhandling while stationary		•		
d. stickhandling while moving		•		
3. Dekes				
a. stick-puck deke		•		
b. double-shift deke		•		
c. fake shot			•	
d. dropping puck to skater				•
e. outside carry			•	
4. Passing				
a. forehand sweep pass		•		
b. backhand pass		•		
c. snap pass			•	
d. flip pass			•	
e. drop pass			•	
5. Pass receiving				
a. passes that are on target		•		
b. passes that are too far ahead			•	
c. passes in the skates			•	
d. knocking down high passes			•	

GAMES A

ICE HOCKEY SKILLS	Levels I	II	III	IV
6. Shooting				
a. wrist shot		•		
b. backhand shot		•		
c. snap shot			•	
d. flip shot			•	
e. slap shot				•
7. Checking *				
a. taking a body check			•	
b. body checking				
i. shoulder			•	
ii. hip			•	
c. stick checking				
i. poke		•		
ii. sweep		•		
iii. lift-the-stick		•		
iv. cover-the-stick		•		
8. Face-offs				
a. forehand			•	
b. backhand			•	
9. Goaltending				
a. styles				
i. stand up		•		
ii. butterfly		•		
b. playing the angles		•		
c. telescoping		•		
d. directing rebounds			•	
e. handling the puck moving			•	
B. Team Skills				
1. Checking				
a. forechecking				•
b. backchecking				•
2. Positional play				
a. defenseman			•	
b. centres			•	
c. wingers			•	
3. Breakouts				•
4. Attacking opponents' blueline				•
5. Killing penalties				•
6. Power play				•
C. Rules	•			
D. Safety	•			
E. Officiating				•
F. Terminology	•			
G. History	•			

GAMES A

ICE HOCKEY SKILLS	Levels I	II	III	IV
H. Leadership	•			
I. Current Issues	•			

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GAMES A

LACROSSE SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Selecting a stick	•			
2. Preparing the pocket	•			
3. Holding the stick	•			
B. Individual Offensive Skills				
1. Picking up loose ball				
a. scoop				
i. stationary ball	•			
ii. moving ball	•			
b. trap-and-shoot	•			
c. Indian pick-up				
i. stationary ball		•		
ii. moving ball		•		
2. Cradling				
a. while stationary	•			
b. while moving	•			
c. while catching		•		
d. while faking		•		
e. while being checked		•		
3. Passing				
a. dominant side				
i. while standing	•			
ii. while running	•			
b. non-dominant side				
i. while standing				•
ii. while running				•
c. overhand	•			
d. sidearm	•			
e. underhand		•		
f. bounce	•			
g. fake pass	•			
4. Catching				
a. dominant side				
i. while stationary	•			
ii. while running	•			
b. non-dominant side				
i. while stationary				•
ii. while running				•
c. different levels				
i. high	•			
ii. low	•			
d. different conditions				
i. in the clear	•			
ii. while covered		•		
5. Shooting				
a. most advantageous floor position	•			
b. overhand	•			
c. sidearm	•			

GAMES A

LACROSSE SKILLS	LEVELS			
	I	II	III	IV
d. underhand		○		
e. bounce		○		
f. fake shot		○		
g. non-dominant hand				○
6. Fakes				
a. body fakes	○			
b. stick fakes	○			
c. change of pace	○			
d. pivot	○			
C. Individual Defensive Skills *				
1. Cross check		○		
2. Stick check		○		
3. Body check		○		
D. Team Play				
1. Offensive tactics				
a. odd-man situations				
i. two on one	○			
ii. three on two	○			
iii. four on three		○		
iv. five on four		○		
b. give and go	○			
c. screen		○		
d. pick and roll		○		
e. pivot screen			○	
f. fast break			○	
g. beating man-to-man defenses			○	
h. beating zone defenses			○	
i. changing lines				○
2. Defensive tactics				
a. odd-man situations	○			
b. man-to-man defenses				
i. checking the ball carrier	○			
ii. checking the non-ball carrier		○		
c. switch			○	
d. stealing the ball			○	
e. double teaming			○	
f. zones				
i. box			○	
ii. 2-1-2			○	
iii. 3-2			○	
g. penalty killing			○	
3. Games				
a. mini games	○			
b. modified games	○			
c. conditional games		○		
d. full games				○

GAMES A

LACROSSE SKILLS	Levels I	II	III	IV
E. Rules	*			
F. Safety	*			
G. Officiating			*	
H. Terms	*			
I. History	*			
J. Leadership	*			
K. Current Issues	*			

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GAMES A

NETBALL SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Running				
a. change of pace	*			
b. dodging and cutting	*			
c. stopping	*			
d. jumping and landing	*			
e. pivoting	*			
B. Individual Skills				
1. Ball handling	*			
2. Passing				
a. chest pass	*			
b. overhead pass	*			
c. one hand pass	*			
d. underhand pass	*			
e. sidearm pass	*			
3. Catching				
a. high balls	*			
b. low balls	*			
4. Individual defence				
a. no contact	*			
b. distance from attacker	*			
c. blocking	*			
5. Shooting				
a. two-hand shot	*			
b. one-hand shot	*			
6. Retrieving ground balls	*			
7. Throw-up	*			
C. Team Play				
1. Offence				
a. bringing ball from defensive end			*	
b. systems for moving ball from end to end			*	
2. Defence				
a. man-to-man		*		
b. zone		*		
3. Game situations				
a. team passing	*			
b. pass ball	*			
c. full court				
i. 2 vs. 2	*			
ii. 3 vs. 3	*			
d. skittle ball	*			
e. permit ball	*			
f. lane netball		*		
g. quarter-court lineball		*		
h. half-court netball		*		
i. line netball		*		
j. mini netball			*	
k. netball (7 vs. 7)			*	

GAMES A

NETBALL SKILLS	Levels			
	I	II	III	IV
D. Rules	*			
E. Safety	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues		*		

GAMES A

RINGETTE SKILLS	Levels I	II	III	IV
A. Individual Skills				
1. Skating				
a. forward				
i. skating posture	*			
ii. stride	*			
b. backward				
i. skating posture	*			
ii. stride	*			
c. stopping				
i. forward				
– snow plough stop	*			
– two-foot side stop	*			
– one-foot stop		*		
ii. backward				
– two-foot stop	*			
– one-foot stop	*			
d. starting				
i. t-start	*			
ii. two-foot side start	*			
iii. one-foot side start		*		
e. pivoting				
i. front to back	*			
ii. back to front				
– crossover turn		*		
– glide turn	*			
f. cornering				
i. to the left	*			
ii. to the right	*			
iii. gliding	*			
iv. using crossovers		*		
2. Carrying the ring				
a. two hands		*		
b. one hand		*		
3. Passing				
a. sweep pass		*		
b. flip pass		*		
4. Pass receiving				
a. with a stick				
i. sighting		*		
ii. following		*		
iii. stabbing			*	
b. with skates		*		
5. Shooting				
a. sweep shot		*		
b. flip shot		*		
6. Stick check		*		
7. Goaltending				
a. set position		*		

GAMES A

RINGETTE SKILLS	Levels I	II	III	IV
b. moving				
i. out		*		
ii. back		*		
iii. side to side		*		
c. directing rebounds			*	
d. handling the ring			*	
B. Team Skills				
1. Positional play				
a. forward			*	
b. centre			*	
c. defence			*	
2. Checking*				
a. forechecking				*
b. backchecking				*
3. Coming out of own end				*
4. Attacking opponents' blueline				*
5. Killing penalties				*
6. Power play				*
C. Rules	*			
D. Safety	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

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GAMES A

RUGBY SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Stopping	*			
3. Changing direction	*			
4. Moving into gaps		*		
B. Individual Offensive Skills				
1. Passing				
a. orthodox pass	*			
b. scrum-half pass				
i. standing	*			
ii. dive		*		
iii. reverse			*	
iv. pivot	*			
c. switch pass	*			
d. screen pass		*		
e. dummy pass		*		
f. lineout pass			*	
g. unorthodox pass			*	
h. French style				*
2. Receiving the ball				
a. from passes	*			
b. from kicks		*		
c. from throw-in	*			
d. fair-catch		*		
3. Pick-up				
a. stationary ball	*			
b. moving ball	*			
c. falling on ball and getting up	*			
4. Running				
a. with ball				
i. two hands	*			
ii. change of pace		*		
iii. sidestep		*		
iv. swerve		*		
v. power running				*
b. without ball				
i. supporting the ball	*			
ii. realignment in order to receive a pass	*			
5. Kicking				
a. place kick				
i. ball upright	*			
ii. ball angled	*			
iii. straight approach			*	
iv. around the corner			*	
b. drop kick				
i. scoring		*		
ii. kick-offs				
– 22 m line		*		
– half-way line		*		

RUGBY SKILLS	Levels I	II	III	IV
c. punt				
i. defensive kick to touch		*		
ii. attacking high kick		*		
iii. attacking chip kick		*		
iv. cross kick				*
v. up-and-under			*	
d. grubber				
i. drop kick technique		*		
ii. punt technique		*		
e. dribbling		*		
f. hooking		*		
6. Throw-in				
a. football pass	*			
C. Individual Defensive Skills				
1. Tackling				
a. side tackle	*			
b. rear tackle		*		
c. front tackle		*		
d. smother tackle			*	
e. ankle tackle			*	
2. Shoving/wedging				
a. scrum		*		
b. lineout		*		
c. rucking/mauling		*		
D. Winning the Ball				
1. Scrummaging				
a. 3 person	*			
b. 4 person	*			
c. 5 person	*			
2. Hooking	*			
3. Lineout	*			
4. Rucking/mauling			*	
E. Team Games				
1. Touch rugby	*			
2. Modified games	*			
3. Mini rugby*		*		
4. Seven-a side*				*
5. Fifteen a side*				*
F. Team Strategy				*
G. Rules	*			
H. Safety	*			

GAMES A

RUGBY SKILLS	Levels			
	I	II	III	IV
I. Officiating			*	
J. Terminology	*			
K. History	*			
L. Leadership	*			
M. Current Issues	*			

*Modify games for instructional purposes to two-hand touch in place of tackling.

GAMES A

SOCCER SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Starting and stopping	*			
3. Change of direction	*			
B. Individual Skills				
1. Passing				
a. inside of foot pass				
i. short	*			
ii. long	*			
b. outside of foot pass				
i. short		*		
ii. long		*		
c. heel pass			*	
d. lofted pass		*		
e. chip pass		*		
2. Trapping				
a. inside of the foot	*			
b. outside of the foot	*			
c. sole of the foot	*			
d. shin trap		*		
e. trunk trap		*		
f. chest trap		*		
3. Dribbling				
a. for speed	*			
b. for control	*			
c. feinting	*			
4. Tackling				
a. front block	*			
b. side block	*			
c. heel tackle		*		
d. slide block		*		
e. hook slide			*	
f. split slide			*	
5. Shooting				
a. low drive	*			
b. low volley	*			
c. half volley		*		
d. chip shot		*		
e. side volley			*	
f. overhead volley				*
6. Heading				
a. face on	*			
b. to the side	*			
c. in the air		*		
d. defending	*			
e. attacking		*		

GAMES A

SOCCER SKILLS	Levels I	II	III	IV
7. Goaltending				
a. fielding and catching				
i. low ball	*			
ii. waist high ball	*			
iii. chest high ball	*			
iv. head high ball	*			
b. palming				
i. outside hand		*		
ii. inside hand		*		
c. punching				
i. one hand			*	
ii. two hands			*	
d. throwing				
i. rolling the ball	*			
ii. javelin throw	*			
iii. round arm throw		*		
iv. overarm ball throw		*		
e. falling on the ball	*			
f. diving				
i. high		*		
ii. low		*		
g. positional play		*		
8. Restarts				
a. beginning the match	*			
b. corner kicks	*			
c. throw-ins	*			
d. indirect free kick		*		
e. direct free kick		*		
f. goal kick		*		
g. penalty shot		*		
C. Team Skills				
1. Individual positional play				
a. offensive				
i. forwards	*			
ii. midfield players	*			
iii. backs	*			
b. defensive				
i. forwards	*			
ii. midfield players	*			
iii. backs	*			
2. Team play				
a. W–M formation (5–3–2)		*		
b. 4–2–4			*	
c. 4–3–3			*	
d. 4–4–2			*	
D. Rules	*			

GAMES A

SOCCER SKILLS	Levels			
	I	II	III	IV
E. Safety	*			
F. Officiating		*		
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

GAMES A

SOFTBALL SKILLS	Levels I	II	III	IV
A. Individual Skills				
1. Throwing				
a. grip	*			
b. underarm	*			
c. sidearm		*		
d. threequarter		*		
e. overhand	*			
2. Catching				
a. above waist	*			
b. below waist	*			
3. Fielding				
a. thrown balls	*			
b. ground balls	*			
c. blocking ground balls			*	
d. pop flies	*			
e. fly balls	*			
4. Batting				
a. grip	*			
b. stance	*			
c. swing	*			
d. follow through	*			
e. place hitting			*	
f. power hitting			*	
5. Bunting				
a. sacrifice		*		
b. drag			*	
c. squeeze			*	
6. Base running				
a. rounding the base	*			
b. sliding				
i. feet first slide		*		
ii. hook slide			*	
iii. pop-up slide			*	
iv. head first slide				*
v. breaking up double plays			*	
c. stealing		*		
7. Pitching				
a. grip	*			
b. orthodox	*			
c. slingshot				*
d. windmill				*
B. Team Play				
1. Offensive				
a. batting order	*			
b. bunting		*		
c. base stealing			*	
d. sacrifice plays			*	
e. squeeze plays			*	
f. hit and run			*	

GAMES A

SOFTBALL SKILLS	Levels I	II	III	IV
g. signals				*
2. Defensive				
a. fielding positions	*			
b. situations – where and when to throw the ball	*			
c. cut–offs	*			
d. tagging runners			*	
e. double plays	*			
f. rundowns			*	
g. covering teammates				
i. infield			*	
ii. outfield			*	
C. Rules	*			
D. Safety	*			
E. Officiating				
1. Bases			*	
2. Home plate			*	
3. Score keeping	*			
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

GAMES A

TEAM HANDBALL SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Stopping and starting	*			
3. Faking	*			
4. Jumping and landing	*			
B. Individual Skills				
1. Handling the ball				
a. protecting the ball	*			
b. faking	*			
2. Dribbling	*			
3. Catching				
a. while stationary and moving	*			
b. passes from front, side and behind	*			
c. high and low passes	*			
4. Passing				
a. overhand pass	*			
b. jump pass		*		
c. underhand pass	*			
d. chest pass	*			
e. overhead pass	*			
f. drop pass				*
g. behind-the-back pass				*
5. Shooting				
a. overhand shot	*			
b. sidearm shot	*			
c. jump shot		*		
d. diving shot			*	
e. lob shot			*	
f. fall-away shot			*	
6. Goaltending				
a. basic position		*		
b. playing the angles		*		
c. low saves		*		
d. high saves		*		
C. Individual Defensive Skills				
1. Stance	*			
2. Side stepping	*			
3. Checking a player	*			
4. Blocking shots	*			
D. Team Play				
1. Offence				
a. Offensive tactics				
i. crossing		*		
ii. screening		*		
iii. blocking		*		
iv. give and go	*			

GAMES A

TEAM HANDBALL SKILLS	Levels I	II	III	IV
b. offensive strategies				
i. stationary offences	*			
ii. moving offences				*
c. set plays				*
d. special situations				*
2. Defence				
a. defensive tactics				
i. covering	*			
ii. switching	*			
iii. rolling–off			*	
b. zone defences				
i. 6–0	*			
ii. 5–1		*		
iii. 4–2		*		
c. man–to–man defences			*	
d. combined defences				*
e. special situations				*
E. Rules	*			
F. Safety	*			
G. Officiating			*	
H. Terminology	*			
I. History	*			
J. Leadership	*			
K. Current Issues	*			

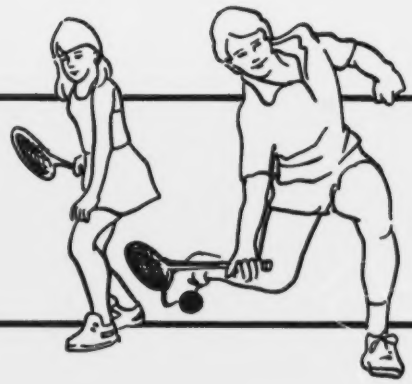
GAMES A

VOLLEYBALL SKILLS	Levels I	II	III	IV
A. Individual Offensive Skills				
1. Serve				
a. underhand	*			
b. sidearm		*		
c. overhand		*		
d. roundhouse				*
e. floater			*	
2. Volley or set				
a. overhead volley	*			
b. backsetting		*		
c. attack volley				
i. with approach		*		
ii. no approach	*			
d. jump setting				*
e. quick set	*			
3. Forearm pass	*			
4. Attacking				
a. half speed spike	*			
b. tipping	*			
c. power		*		
B. Individual Defensive Skills				
1. Reception skills				
a. forearm dig pass	*			
b. rolling			*	
c. diving			*	
d. one-arm digging				*
e. recovery off net				*
2. Blocking				
a. one player	*			
b. two players		*		
C. Team Play				
1. 3 vs. 3				
a. serve reception position	*			
b. defensive position	*			
c. position for spiking and covering		*		
2. 6 vs. 6				
a. serve reception position				
i. 4–2 system			*	
ii. 5–1 system				*
iii. 6–0 system				*
b. defensive position			*	
3. Positions for spiking and covering				
a. 4–2 system			*	
b. 5–1 system				*
c. 6–0 system				*
D. Rules	*			

GAMES A

VOLLEYBALL SKILLS	Levels I	II	III	IV
E. Safety	*			
F. Officiating	*			
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

GAMES B



Badminton 113
Handball 115
Racquetball 117
Squash 119
Table Tennis 121
Tennis 123

The use of eyeguards is strongly recommended for use during badminton, racquetball and squash games.

Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

GAMES B

BADMINTON SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Stroke preparation				
a. ready position	*			
b. footwork for court coverage	*			
c. grip				
i. forehand	*			
ii. backhand	*			
2. Serve				
a. preparatory skills				
i. ready position	*			
ii. releasing the shuttle	*			
iii. stroking	*			
iv. follow-through	*			
b. short serve	*			
c. long serve	*			
d. flick serve	*			
3. Clear				
a. overhead clear				
i. ready position	*			
ii. setting up	*			
iii. impact	*			
iv. follow-through	*			
b. backhand clear				
i. ready position	*			
ii. grip	*			
iii. setting up	*			
c. drop shot				
i. overhand		*		
ii. underhand		*		
iii. backhand		*		
d. drive shot				
i. down-court		*		
ii. close to the net		*		
e. smash				
i. forehand		*		
ii. backhand			*	
f. net shot or hairpin			*	
g. round-the-head shot			*	
B. Game Strategy				
1. Singles				
a. court placement				
i. offensive	*			
ii. defensive	*			
b. serving	*			
c. returning serves	*			
d. attacking shots	*			
e. defensive shots	*			
2. Doubles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		

GAMES B

BADMINTON SKILLS	Levels I	II	III	IV
d. attacking shots		*		
e. defensive shots		*		
C. Rules	*			
D. Etiquette	*			
E. Safety	*			
F. Officiating			*	
G. Terminology		*		
H. History		*		
I. Leadership	*			
J. Current Issues	*			

GAMES B

HANDBALL SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Footwork				
a. ready position	*			
b. hitting position				
i. dominant hand	*			
ii. offhand		*		
B. Individual Skills				
1. Overhand stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
e. ceiling shots	*			
2. Sidearm stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
3. Low sidearm stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
4. Underhand stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
5. Serve				
a. low drive serve	*			
b. change up serve	*			
c. lob		*		
d. three-wall serve		*		
e. the natural hop			*	
f. the reverse hop				*
6. The return				
a. back wall return	*			
b. left corner return	*			
c. right corner return	*			
7. Basic shots				
a. passing shot				
i. straight pass shot	*			
ii. two-wall pass	*			
b. kill shot				
i. straight kill	*			
ii. outside corner kill	*			
iii. inside corner kill	*			
c. ceiling shot			*	

GAMES B

HANDBALL SKILLS	Levels I	II	III	IV
d. three-wall shot			*	
e. hook shot				
i. natural hook shot				*
ii. reverse hook shot				*
C. Game Strategy				
1. Singles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots			*	
2. Doubles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots			*	
D. Rules	*			
E. Etiquette	*			
F. Safety	*			
G. Officiating			*	
H. Terminology	*			
I. History	*			
J. Leadership	*			
K. Current Issues	*			

GAMES B

RACQUETBALL SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Stroke fundamentals				
a. grip				
i. forehand	*			
ii. backhand	*			
b. ready position	*			
c. swing	*			
d. impact	*			
e. follow-through	*			
f. footwork	*			
2. Serve				
a. grip	*			
b. stance	*			
c. dropping the ball	*			
d. swing	*			
e. impact	*			
f. follow-through	*			
g. lob serve	*			
h. power serve	*			
i. Z serve		*		
j. overhead			*	
3. Returning serve				
a. power	*			
b. lob	*			
c. Z serve		*		
d. overhead			*	
4. Shots				
a. kill shot				
i. front wall kill		*		
ii. side wall – front wall kill		*		
iii. front wall – side wall kill		*		
b. passing shots				
i. down the line	*			
ii. cross-court	*			
c. ceiling shot			*	
d. lob shot		*		
e. drop shot		*		
B. Game Strategy				
1. Singles	*			
2. Doubles		*		
3. Cutthroat	*			
4. Keeping the ball in play	*			
5. Controlling the mid court		*		
6. Playing the front court			*	
7. Shots on the back sidewall				*
C. Rules	*			

GAMES B

RACQUETBALL SKILLS	Levels			
	I	II	III	IV
D. Safety	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Etiquette	*			
I. Leadership	*			
J. Current Issues	*			

GAMES B

SQUASH SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Grip				
a. forehand	*			
b. backhand	*			
2. Stance	*			
3. Swing	*			
4. Impact	*			
5. Follow-through	*			
6. Footwork	*			
B. Individual Skills				
1. Strokes				
a. forehand	*			
b. backhand	*			
2. Serves				
a. lob serve	*			
b. angle serve		*		
c. drive serve			*	
3. Receiving serves				
a. ready position	*			
b. straight return	*			
c. cross-court return	*			
4. Basic shots				
a. ground shots				
i. forehand rail shot	*			
ii. backhand rail shot	*			
iii. forehand cross-court shot	*			
iv. backhand cross-court shot	*			
v. forehand lob		*		
vi. backhand lob		*		
b. touch shots				
i. drop shot				
- straight drop			*	
- cross-court drop			*	
ii. reverse-corner shot			*	
iii. side-wall front wall shot			*	
c. volleys				
i. reverse corner		*		
ii. cross-drop nick		*		
d. three-wall nick shot				*
e. boast shot				*
C. Strategy				
1. Keeping the ball in play	*			
2. Controlling the T		*		
3. Playing in the front court			*	
4. Shots in the back side-wall				*
D. Rules	*			

GAMES B

SQUASH SKILLS	Levels			
	I	II	III	IV
E. Etiquette	*			
F. Safety	*			
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			
K. Officiating			*	

GAMES B

TABLE TENNIS SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Choosing a racquet				
a. sponge–sandwich racquet	*			
b. "pimpled rubber" bat	*			
c. sandpaper bat	*			
2. Grip				
a. orthodox or shake hand grip	*			
b. penhold grip	*			
3. Footwork				
a. forehand strokes	*			
b. backhand strokes	*			
B. Individual Skills				
1. Serve				
a. backhand serve				
i. bottom spin		*		
ii. top spin	*			
iii. mixed spin			*	
b. forehand serve				
i. bottom spin	*			
ii. top spin		*		
iii. mixed spin			*	
2. Blocks or counters				
a. backhand				
i. counter to top spin serve	*			
ii. counter to bottom spin serve		*		
iii. counter to mixed spin serve			*	
b. forehand				
i. counter to top spin serve		*		
ii. counter to bottom spin serve	*			
iii. counter to mixed spin serve			*	
c. blocks				
i. half–volley				
– forehand	*			
– backhand	*			
ii. late push shot				
– forehand	*			
– backhand	*			
3. Drive shots				
a. forehand drive		*		
b. backhand drive			*	
4. Chop shot				
a. forehand chop		*		
b. backhand drive			*	
5. Kill shot				
a. forehand kill		*		
b. backhand kill			*	

GAMES B

TABLE TENNIS SKILLS	Levels I	II	III	IV
6. Lob shot				
a. forehand lob			*	
b. backhand lob			*	
7. Drop shot				
a. forehand drop			*	
b. backhand drop			*	
8. Loop drive				*
C. Game Strategy				
1. Singles				
a. body position				
i. offensive play		*		
ii. defensive play		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots			*	
2. Doubles				
a. body position				
i. offensive play		*		
ii. defensive play		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots		*		
D. Rules	*			
E. Etiquette	*			
F. Safety	*			
G. Officiating			*	
H. Terminology	*			
I. History	*			
J. Leadership	*			
K. Current Issues	*			

GAMES B

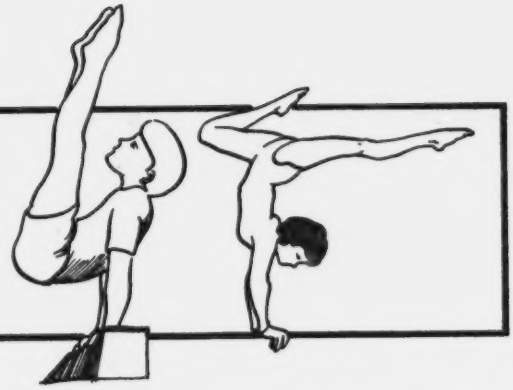
TENNIS SKILLS*	Levels I	II	III	IV
A. Basic Skills				
1. Footwork				
a. ready position	*			
b. hitting position				
i. forehand	*			
ii. backhand	*			
2. Racquet skills				
a. grips				
i. eastern forehand	*			
ii. eastern backhand	*			
iii. continental	*			
b. racquet faces	*			
3. Forehand groundstroke				
a. grip	*			
b. stroke components				
i. ready position	*			
ii. setting up	*			
iii. impact	*			
iv. follow-through	*			
c. imparting spin				
i. no spin				*
ii. top spin				*
iii. back spin				*
iv. side spin				*
4. Backhand groundstroke				
a. grip	*			
b. stroke components				
i. ready position	*			
ii. setting up	*			
iii. impact	*			
iv. follow-through	*			
c. variations				
i. two-handed	*			
ii. semi two-handed	*			
d. imparting spin				
i. no spin				*
ii. top spin				*
iii. back spin				*
iv. side spin				*
5. Serve				
a. grip		*		
b. stroke components				
i. ready position		*		
ii. tossing the ball		*		
iii. setting up		*		
iv. impact		*		
v. follow-through		*		
c. imparting spin			*	

GAMES B

TENNIS SKILLS*	Levels I	II	III	IV
6. Volley				
a. drop volley		*		
b. half volley		*		
7. Lob			*	
8. Smash			*	
9. Chop			*	
B. Game Strategy				
1. Singles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots		*		
2. Doubles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots		*		
C. Rules	*			
D. Etiquette	*			
E. Safety	*			
F. Officiating	*			
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

*Adapted from Gesele and Bob Lajoie's *Tennis Handbook*. Vancouver: Hancock House Publishers, 1980.

GYMNASTICS



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Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

GYMNASTICS DIMENSION LEARNER OUTCOMES

Gymnastics activities emphasize body management skills that develop strength, flexibility and fluency of movement. Activities included are: artistic gymnastics, dual balance, educational gymnastics, modern rhythmic gymnastics, pyramid building, rope climbing, trampoline, and tumbling.

Each dimension provides psychomotor (P), cognitive (C), and affective (A) development. The following outcomes identify the knowledge, attitudes, and physical and social skills related to the gymnastics dimension. Acknowledging individual differences, each student will develop:

P 1. the ability to perform ambidextrous movements that result in "balanced" body strength and mobility;

P 2. the ability to demonstrate mechanical principles and motor patterns in the creation and performance of artistic/rhythmic/educational gymnastics sequences both on the floor and in formal/informal equipment arrangements;

P 3. correct safety techniques where individual and/or cooperative assistance is appropriate;

P/C 4. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected gymnastics activities;

C 5. understanding of the origin and history of gymnastics and the etiquette, rules, terminology, safety techniques, mechanical principles and current developments that apply to gymnastics;

C 6. an understanding of the factors of space, weight, time and flow as they apply to gymnastics;

C 7. the ability to monitor improvement and set personal performance goals in gymnastics activities;

C 8. the ability to design and evaluate gymnastics routines;

A 9. an appreciation of and respect for the safety, efforts and abilities of oneself, teammates, opponents, officials and instructors;

A 10. the confidence and desire to participate willingly as a performer and/or organizer in class events;

A 11. perseverance, self-confidence, and individual initiative; and

A 12. an appreciation of the role of gymnastics in the achievement and maintenance of one's personal fitness potential.

GYMNASTICS

ARTISTIC GYMNASTICS SKILLS (MEN)*	Levels I	II	III	IV
A. Floor Exercises				
1. Tip – up	*			
2. Headstand	*			
3. Handstand	*			
4. V – sit		*		
5. Front scale	*			
6. Forward roll – tuck	*			
7. Backward roll – tuck	*			
8. Backward roll – straddle	*			
9. Momentary headstand – forward roll		*		
10. Press to headstand from straddle stand		*		
11. Backward roll – pike		*		
12. Forward roll – jump – pirouette		*		
13. Momentary handstand – forward roll		*		
14. Cartwheel		*		
15. Cartwheel forward roll			*	
16. Forward roll straddle			*	
17. Standing dive roll			*	
18. Backward roll – extension			*	
19. Handstand without assistance			*	
20. Handstand quarter-turn			*	
21. Round – off				*
22. Headspring on a rolled mat or box – top			*	
23. Tucked press to handstand (flexed arms)			*	
24. Straddle press to handstand				*
25. L – support				*
26. Headspring on the floor				*
27. Handspring				*
28. One – arm cartwheel				*
29. Back handspring				*
30. Handstand – forward roll in piked position				*
31. Combinations and routines	*			
B. Pommel Horse				
1. Front support swing	*			
2. Rear support swing	*			
3. Stride support swing	*			
4. Support travel		*		
5. Single leg half circle		*		
6. Flank dismount		*		
7. Single leg full circle			*	
8. Double leg half circle			*	
9. Rear pickup flank both legs to rear support			*	
10. Front pickup flank both legs to front support				*
11. Front scissors				*
12. Back scissors				*
13. Rear dismount				*
14. Double leg circle				*
15. Combinations and routines	*			

GYMNASTICS

ARTISTIC GYMNASTICS SKILLS (MEN)*	Levels I	II	III	IV
C. Rings				
1. Straight inverted hang	*			
2. Piked inverted hang	*			
3. Cross support	*			
4. Skin the cat	*			
5. Swings (low amplitude)	*			
6. Tucked support		*		
7. Backward tuck dismount		*		
8. Muscle-up			*	
9. L-support			*	
10. Tucked shoulder balance			*	
11. From support half backward roll to piked inverted hang			*	
12. Flyaway (backward dismount with straight body)			*	
13. Backward straddle dismount			*	
14. From cross support half forward roll to piked inverted hang				*
15. Shoulder balance				*
16. Inlocate				*
17. Back uprise				*
18. Combinations and routines	*	*	*	*
D. Vault				
1. Front vault – side horse	*			
2. Flank vault – side horse	*			
3. Rear vault – side horse		*		
4. Squat vault – side horse		*		
5. Straddle vault – side horse			*	
6. Straddle vault – long horse			*	
7. Stoop vault – side horse			*	
8. Squat vault – long horse				*
9. Stoop vault – long horse				*
10. Headspring vault – side horse				*
11. Handspring vault – side horse				*
12. Rear pickup flank both legs to rear support			*	
E. Parallel Bars				
1. Cross support hop travel	*			
2. Cross support swings	*			
3. Dismount from forward swing	*			
4. Underarm support swing	*			
5. Glide swing and return	*			
6. Glide swing to piked inverted hang		*		
7. Dismount from backward swing		*		
8. L-support		*		
9. Shoulder balance			*	
10. Forward roll from momentary shoulder balance			*	
11. Back uprise			*	
12. Underarm kip to cross support			*	
13. Front uprise				*
14. Glide kip				*
15. Drop kip at end of bars				*

GYMNASTICS

ARTISTIC GYMNASTICS SKILLS (MEN) *	Levels I	II	III	IV
16. Momentary handstand quarter-turn dismount at end of bars				*
17. Combinations and routines	*			
F. Horizontal Bars (chest height throughout)				
1. Front support swings (simple cast)	*			
2. Front support – forward roll dismount	*			
3. Front support to stride support	*			
4. Single knee swing–up	*			
5. Pullover mount		*		
6. Backward hip circle		*		
7. Underswing dismount		*		
8. Glide swing and return		*		
9. Stride inverted swing			*	
10. Forward stride circle			*	
11. Forward hip circle			*	
12. Piked inverted swing			*	
13. Glide–stride inverted swing to stride support				*
14. Cast–straddle sole dismount				*
15. Glide kip				*
16. Glide-piked inverted swing to rear support				*
17. Combinations and routines	*			
G. Rules	*			
H. Etiquette	*			
I. Safety	*			
J. Officiating			*	
K. Terminology	*			
L. History	*			
M. Leadership	*			
N. Current Issues	*			

*From Gerald A. Carr's *Men's Gymnastics Handbook*. Vancouver Hancock House Publishers.

GYMNASTICS

ARTISTIC GYMNASTICS SKILLS (WOMEN)	Levels I	II	III	IV
A. Balance Beam				
1. Mounts				
a. from two feet				
i. front support mount	*			
ii. knee scale mount	*			
iii. squat mount			*	
iv. wolf mount		*		
v. straddle mount		*		
vi. clear straddle support mount			*	
vii. single leg squat through			*	
viii. stoop through to a clear V support				*
ix. forward roll mount				*
b. from one foot				
i. scissor mount			*	
ii. step-on mount			*	
iii. jump with a half-turn mount				*
iv. thief mount				*
2. Locomotor movements				
a. walking				
i. forward	*			
ii. backward	*			
b. dipping steps	*			
c. running forward		*		
d. running backward		*		
3. Leaps, jumps and hops				
a. quick two-foot jumps	*			
b. changement		*		
c. cissone			*	
d. tuck jump		*		
e. scissor leap			*	
f. split leap				*
g. pas de chats			*	
4. Turns				
a. pivot turn	*			
b. squat turn		*		
c. lunge turn			*	
d. cross straddle seat turn				*
e. knee scale turn				*
f. tip toe turn			*	
g. pirouette			*	
5. Balances and poses				
a. low balances				
i. V support		*		
ii. stag seat		*		
iii. knee scale	*			
iv. squat on one leg	*			
v. ballet point	*			
vi. forward lunge		*		
vii. sideward lunge		*		
viii. front split				*
ix. lateral split				*

GYMNASTICS

ARTISTIC GYMNASTICS SKILLS (WOMEN)	Levels I	II	III	IV
b. high balances				
i. arabesque			*	
ii. needle scale			*	
iii. one leg balances			*	
iv. headstand				*
v. cross handstand				*
vi. side handstand				*
6. Tumbling				
a. forward roll	*			
b. swing forward roll			*	
c. free forward roll				*
d. backward roll		*		
e. backward roll to handstand				*
f. cartwheel				*
g. front walkover				*
h. back walkover				*
7. Dismounts				
a. jump-offs				
i. arch jump-offs	*			
ii. straddle jump-offs		*		
iii. pike jump-offs			*	
b. cross support dismount	*			
c. round-off dismount			*	
d. walk-over dismount				*
e. handstand straddle-off dismount				*
f. cartwheel quarter-turn outward dismount				*
B. Uneven Bars				
1. Grips				
a. regular	*			
b. reverse	*			
c. mixed	*			
2. Positions				
a. front support	*			
b. rear support	*			
c. front lying position	*			
d. rear lying position	*			
e. long hang	*			
f. pike hang	*			
3. Mounts				
a. straight arm support mount	*			
b. back hip pullover mount	*			
c. beat swing to shoot over low bar mount		*		
d. single-leg swing-up mount			*	
e. double-leg stemrise mount			*	
f. glide kip mount			*	
g. glide kip double-leg stoop through mount				*
h. front hip circle mount				*
i. vault mounts				*

GYMNASTICS

ARTISTIC GYMNASTICS SKILLS (WOMEN)	Levels I	II	III	IV
4. Circling and turning movements				
a. backward hip circle			*	
b. forward hip circle			*	
c. single-knee swing up			*	
d. single-knee circle backward		*		
e. seat circle backward				*
f. seat circle forward				*
5. Swinging movements				
a. cast			*	
b. cast from high bar to long hang			*	
c. flying hip circle				*
6. Kipping movements				
a. double-leg stemrise		*		
b. single-leg stemrise		*		
c. short kip from low bar to high bar			*	
d. glide kip				*
e. drop kip				*
7. Dismounts				
a. cast off from front support	*			
b. single leg flank quarter-turn		*		
c. shut off from rear support	*			
d. penny drop			*	
e. underswing dismount from low bar				*
f. vault dismounts				*
C. Vaulting				
1. Flank vault	*			
2. Front vault		*		
3. Rear vault		*		
4. Thief vault			*	
5. Squat vault	*			
6. Stoop vault			*	
7. Straddle vault		*		
8. Headspring			*	
9. Layout squat				*
10. Layout straddle				*
11. Handspring				*
D. Floor Exercise				
1. Tumbling				
a. forward roll	*			
b. forward straddle roll		*		
c. backward roll	*			
d. backward straddle roll	*			
e. headspring				*
f. handstand		*		
g. backroll extension			*	
h. cartwheel		*		
i. round-off			*	
j. front walkover				*

GYMNASTICS

ARTISTIC GYMNASTICS SKILLS (WOMEN)	Levels I	II	III	IV
k. back walkover				*
l. handspring				*
m. valdez				*
n. back handspring				*
o. round-off back handspring				*
2. Dance elements				
a. chassé		*		
b. waltz step		*		
c. arabesque hop		*		
d. scissors leap		*		
e. split leap			*	
f. cissone			*	
g. tour jete			*	
h. body wave		*		
i. one-foot turns		*		
E. Rules	*			
F. Etiquette	*			
G. Safety	*			
H. Officiating			*	
I. Terminology		*		
J. History		*		
K. Leadership	*			
L. Current Issues	*			

GYMNASTICS

DUAL BALANCE SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Scales				
a. front scale on feet	*			
b. back scale on feet	*			
c. back scale straddling waist		*		
d. front scale straddling waist		*		
2. Cheststands				
a. on bottom person's back	*			
b. on bottom person's stomach	*			
3. Shoulderstands				
a. knee shoulderstand		*		
b. shoulderstand on feet			*	
c. arm-to-arm shoulderstand				*
4. Feetstands				
a. foot-to-hand				*
b. seat-on-feet		*		
c. lift to foot-to-hand				*
d. foot-to-foot				*
e. thighstand		*		
f. shoulder mount			*	
5. Hand balances				
a. two-handed high front side				*
b. one-handed high back scale				*
c. handstand on thighs			*	
d. low arm-to-arm shoulderstand			*	
e. on stomach			*	
f. on back			*	
g. on hips			*	
h. on feet				*
i. hand-to-hand				*
j. on forearm				*
6. Levers				
a. double elbow lever				
i. on stomach			*	
ii. on back			*	
iii. on hips			*	
b. back lever on thighs			*	
B. Safety	*			
C. Terminology	*			
D. History	*			
E. Leadership	*			
F. Current Issues	*			

GYMNASTICS

EDUCATIONAL GYMNASTICS SKILLS	Levels I	II	III	IV
A. Basic Elements				
1. Definition	*			
2. Objectives	*			
3. Where it can be done				
a. floor	*			
b. mats and small apparatus	*			
c. large apparatus	*			
4. With whom it can be done				
a. alone	*			
b. pairs	*			
c. partners	*			
B. Theme Samples				
1. Gross body action themes				
a. travelling and stopping				
i. on different body parts	*			
ii. with direction changes	*			
iii. with speed changes	*			
2. Weight bearing				
a. large body surfaces	*			
b. stable bases	*			
c. unstable bases	*			
3. Transferring weight				
a. stepping	*			
b. jumping	*			
c. twisting	*			
d. rocking	*			
e. rolling	*			
f. falling	*			
4. Changes of speed				
a. accelerating	*			
b. decelerating	*			
5. Flight				
a. take–offs		*		
b. flight position		*		
c. recovery		*		
6. Body shape				
a. contracted		*		
b. stretched		*		
c. twisted		*		
7. Twisting and turning				
a. body rotations (excluding saltos)				
i. vertical axis		*		
ii. sagittal axis		*		
iii. horizontal axis		*		
b. twisting actions		*		
c. combining twisting and turning actions		*		
8. Rising and falling				
a. elevation				
i. springing		*		
ii. swinging		*		
iii. stretching and balancing		*		

GYMNASTICS

EDUCATIONAL GYMNASTICS SKILLS	Levels I	II	III	IV
b. lowering				
i. counterbalance		*		
ii. landings		*		
iii. transference of weight		*		
c. changing levels		*		
9. Levels and directions				
a. levels				
i. the body in space		*		
ii. body parts in relation to each other		*		
b. pathways		*		
10. Swinging				
a. using arms			*	
b. using legs			*	
11. Symmetry and asymmetry				
a. in stillness			*	
b. in movement			*	
12. Threes and small groups				
a. with no body contact			*	
b. with body contact			*	
C. Terminology	*			
D. History	*			
E. Safety	*			
F. Leadership	*			
G. Current Issues	*			

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MODERN RHYTHMIC GYMNASTICS SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Walks				
a. toe walk	*			
b. flat foot walk	*			
c. spring walk	*			
d. pedalling	*			
e. skipping	*			
f. sneaky walk	*			
g. impulse walk	*			
2. Runs				
a. running	*			
b. jogging	*			
c. galloping	*			
d. partners	*			
3. Legs				
a. swings				
i. straight	*			
ii. bent	*			
b. circles				
i. leg	*			
ii. knee	*			
4. Leaps				
a. split			*	
b. stag			*	
c. scissor			*	
5. Jumps				
a. tuck		*		
b. split			*	
c. stag			*	
d. arch		*		
6. Body wave progression				
a. on knees		*		
b. standing				
i. flat foot		*		
ii. on toes		*		
c. question mark		*		
7. Abdominals				
a. sit-ups	*			
b. bicycle	*			
c. train	*			
8. Upper and lower back				
a. lower back lift	*			
b. basic back exercise	*			
c. peanut crawl	*			
d. back exercise with relaxation	*			
e. side relaxation drop	*			
f. upper body and arm relaxation	*			
g. chest lift	*			

MODERN RHYTHMIC GYMNASTICS SKILLS	Levels I	II	III	IV
9. Hips				
a. forward weight shift	*			
b. side body wave		*		
c. hip circles	*			
d. sitting side to side	*			
e. hip lifts	*			
f. sitting hip lift	*			
g. body waves on knees		*		
h. pelvis lift	*			
i. hip throw	*			
j. crawling	*			
B. Balls				
1. Throwing				
a. two-handed throw	*			
b. overhead throw	*			
c. one-handed throw	*			
d. over-shoulder throw		*		
e. continuous over-shoulder throw			*	
2. Catching	*			
3. Bouncing				
a. standing position	*			
b. sitting position	*			
c. kneeling position	*			
d. around the body		*		
e. across the body		*		
f. bounce and turn		*		
g. bounce while walking		*		
i. running		*		
ii. skipping		*		
iii. grapevine steps			*	
iv. leap			*	
v. side gallop			*	
h. scissor kick			*	
4. Rolling				
a. sitting position	*			
b. prone position	*			
c. kneeling position	*			
d. standing position	*			
e. run with roll			*	
f. run and leap with roll			*	
g. leap over rolling ball		*		
h. roll between the hands		*		
i. roll on the legs			*	
j. roll on the arms			*	
k. roll on back				*
5. Swinging				
a. backward and forward	*			
b. pendular swing	*			

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MODERN RHYTHMIC GYMNASTICS SKILLS	Levels I	II	III	IV
c. body wave	*			
d. across the body	*			
e. circling				
i. forward	*			
ii. backward	*			
iii. across the body	*			
iv. around the body		*		
v. figure eight				
– both arms			*	
– one arm			*	
6. Balancing				
a. while curling and uncurling the arms		*		
b. spiral		*		
c. reverse spiral		*		
d. spiral turn			*	
7. Movement with two balls				
a. throwing				
i. simultaneously		*		
ii. alternately			*	
b. bouncing				
i. simultaneously				*
ii. alternately				*
c. juggling two balls				*
C. Ropes				
1. Jumping movements				
a. forward	*			
b. backward	*			
c. step-hop forward	*			
d. step-hop backward	*			
e. cradle	*			
f. pendulum swing		*		
g. running		*		
h. gallop		*		
i. front cross			*	
j. back cross			*	
k. double turn			*	
l. triple turn				*
m. schottische step				*
n. polka step				*
o. cabriole				*
p. leaps			*	
q. cowboy kick			*	
r. oblique turn			*	
s. lateral turn		*		
t. forward-to-backward turn			*	
u. backward-to-forward turn			*	
v. folded rope turn			*	
w. double-folded rope jump				*

MODERN RHYTHMIC GYMNASTICS SKILLS	Levels I	II	III	IV
x. partner jumping with one rope			*	
y. partner jumping with two ropes				*
2. Swinging movements				
a. in front	*			
b. sitting and circling	*			
c. figure eight front-to-back		*		
d. figure eight sideward		*		
e. kneeling and circling	*			
f. with different rope lengths		*		
g. overhead	*			
h. under the leg			*	
i. turning with horizontal swing		*		
j. kneeling turn		*		
k. circling around the body		*		
l. circling around with a twist			*	
m. horizontal swing with straight rope			*	
n. partner swinging				*
3. Wrapping movements				
a. wrap around waist				
i. folded rope		*		
ii. straight rope		*		
b. wrap around the arms			*	
4. Balancing movements				
a. rope hooked around the leg			*	
b. arabesque			*	
c. side with folded rope			*	
d. balancing with double-folded rope			*	
5. Tossing and catching movements				
a. swing and catch			*	
b. one-handed release				*
c. backward swing and toss				*
d. sideward swing and toss				*
e. folded rope toss				*
f. partner tossing				*
D. Hoops				
1. Basics				
a. grips				
i. regular	*			
ii. reverse	*			
iii. inside	*			
iv. outside	*			
v. mixed	*			
b. planes				
i. frontal	*			
ii. sagittal	*			
iii. horizontal	*			
c. axis				
i. horizontal	*			
ii. vertical	*			

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MODERN RHYTHMIC GYMNASTICS SKILLS	Levels I	II	III	IV
2. Swinging movements				
a. across the body	*			
b. swing and lean	*			
c. changing hands				
i. in front	*			
ii. behind		*		
iii. overhead		*		
iv. under the leg		*		
d. swing backward and forward		*		
e. swing to backbend		*		
f. swing around the body			*	
g. swing overhead			*	
h. figure eight				
i. frontal plane			*	
ii. sagittal plane			*	
iii. horizontal plane			*	
i. poses			*	
3. Turning movements				
a. in various planes				
i. frontal			*	
ii. sagittal			*	
iii. horizontal			*	
4. Circling movements				
a. in front of the body	*			
b. change hands in front of the body		*		
c. in front of the arm		*		
d. in back of the arm		*		
e. combinations in front and back of arm		*		
f. change hands in back of body			*	
g. combinations of front and back hand changes			*	
h. combination of front and back circle			*	
i. circle back of head and front of body			*	
j. circle in sagittal plane			*	
k. circle to backbend			*	
l. horizontal circle in front of body			*	
m. horizontal circle overhead			*	
n. combination of front and overhead circles			*	
o. poses		*		
p. hula-hooping		*		
5. Throwing movements				
a. in sagittal plane				
i. two-handed throw		*		
ii. one-handed throw		*		
iii. overhead throw		*		
b. overhead throw in frontal plane		*		
c. circle and throw over the head			*	
d. throw behind shoulder			*	
e. throw in horizontal plane			*	
f. throw with horizontal spin			*	

MODERN RHYTHMIC GYMNASTICS SKILLS	Levels I	II	III	IV
g. throw the leap				*
h. partner tossing				*
6. Rolling movements				
a. in frontal plane	*			
b. run with roll	*			
c. jump over rolling hoop			*	
d. throw behind the shoulder			*	
e. throw in horizontal plane			*	
f. throw with horizontal spin			*	
g. throw and leap				*
h. partner tossing				*
i. roll with backspin		*		
j. in a circle			*	
k. crawl through rolling hoop			*	
l. roll on arm and back				*
m. roll along the arms				
i. in front				*
ii. in back				*
iii. to partner				*
7. Jumping movements				
a. forward		*		
b. backward		*		
c. step-hops		*		
d. leaps			*	
e. pendulum swing			*	
E. Ribbons				
1. Grips				
a. regular	*			
b. reverse	*			
2. Swinging movements				
a. forward and backward	*			
b. across the body	*			
c. overhead	*			
d. forward and overhead	*			
e. under the leg		*		
f. swing and catch			*	
g. around the body		*		
h. with two ribbons			*	
3. Circling movements				
a. frontal plane	*			
b. sagittal plane	*			
c. horizontal plane	*			
d. under the leg		*		
e. with two ribbons			*	
4. Figure eight movements				
a. frontal plane		*		
b. sagittal plane		*		
c. horizontal plane		*		

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MODERN RHYTHMIC GYMNASTICS SKILLS	Levels I	II	III	IV
d. leap over the ribbon			*	
e. front and back			*	
5. Serpentine movements				
a. vertical serpentines	*			
b. turns with vertical serpentines		*		
c. horizontal serpentines				
i. in the air		*		
ii. on the floor		*		
d. with two ribbons			*	
6. Spiral movements				
a. vertical spirals				
i. on the floor	*			
ii. in the air	*			
b. frontal circle with spiral		*		
c. spirals with increasing circles			*	
d. spirals with decreasing circles			*	
e. horizontal spirals			*	
f. with two ribbons				*
7. Throwing and catching movements				
a. giving toss overhead			*	
b. overhead throw				
i. frontal plane			*	
ii. sagittal plane			*	
c. two-ribbon throw				*
F. Compositions	*			
G. Group Exercises	*			
H. Rules	*			
I. Safety	*			
J. Officiating			*	
K. Terminology	*			
L. History	*			
M. Leadership	*			
N. Current Issues	*			

GYMNASTICS

PYRAMID BUILDING SKILLS	Levels I	II	III	IV
A. Basics				
1. Foundation	*			
2. Centre of gravity	*			
3. Balance	*			
B. Types of Pyramid				
1. Straight line	*			
2. Curved line	*			
3. Tower	*			
4. Intersecting line	*			
C. Body Positions				
1. Sitting	*			
2. Hands and knees	*			
3. Lying	*			
4. Kneeling	*			
5. Standing	*			
D. Triples Pyramid				
1. Outside performers horizontal	*			
2. Outside performers vertical	*			
3. Bottom performers support top performer		*		
4. Three high			*	
E. Four-Person Pyramid				
1. Two performers support two performers		*		
2. One performer supports three performers				*
F. Five-Person Pyramid			*	
G. Six-Person Pyramid			*	
H. Seven-Person Pyramid			*	
I. Eight-Person Pyramid			*	
J. Nine-Person Pyramid			*	
K. Ten-Person Pyramid			*	
L. Mass Pyramid				*
M. Safety	*			
N. Terminology	*			
O. History	*			
P. Leadership	*			
Q. Current Issues	*			

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ROPE CLIMBING SKILLS	Levels I	II	III	IV
A. Basics				
1. Gripping				
a. hands	*			
b. feet	*			
B. Individual Skills				
1. Bouncing	*			
2. Cycling	*			
3. Tuck position	*			
4. Letters	*			
a. "I"	*			
b. "Y"	*			
c. "X"	*			
5. Lazy boy	*			
6. Giant steps	*			
7. Monkeys	*			
8. Raccoon	*			
9. Rocking the cradle	*			
10. Crossing the river	*			
11. Bridge	*			
12. Clock	*			
13. Cannonball	*			
14. Small and tall	*			
15. Pendulum	*			
16. Clappers	*			
17. Letters		*		
a. "S"		*		
b. "L"		*		
18. Words		*		
a. "SIX"		*		
b. "SLY"		*		
19. Horseshoe		*		
20. Jumping jack		*		
21. Over the wall		*		
22. Stepping stones		*		
23. Hot seat		*		
24. Grasshopper		*		
25. Scissors		*		
26. Swing-up		*		
27. Astride jumps		*		
28. Backward roll		*		
29. Pirate swing		*		
30. Skin-the-cat		*		
31. Bombs away		*		
32. Bounce and swing		*		
33. Boomerang		*		
34. Partner letters			*	
a. "A"			*	
b. "H"			*	

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ROPE CLIMBING SKILLS	Levels I	II	III	IV
c. "U"			*	
d. "V"			*	
35. The rack			*	
36. Partner catch			*	
37. Heave vault			*	
38. Swing and beat			*	
39. Carousel			*	
40. Steal the hoop			*	
41. Bird in the nest			*	
42. The noose		*		
43. Kick the stick			*	
44. Log			*	
45. Fence vault			*	
46. Leapfrog			*	
47. Bird nest			*	
48. Ball bouncing			*	
49. Diver			*	
50. Circle shuffle				*
51. Reverse hanging				*
52. Puppet				*
53. Swing and dive				*
54. Partner letters				*
a. "W"				*
b. "N"				*
c. "M"				*
d. "Z"				*
C. Individual Routines	*			
D. Partner Routines		*		
E. Safety	*			
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

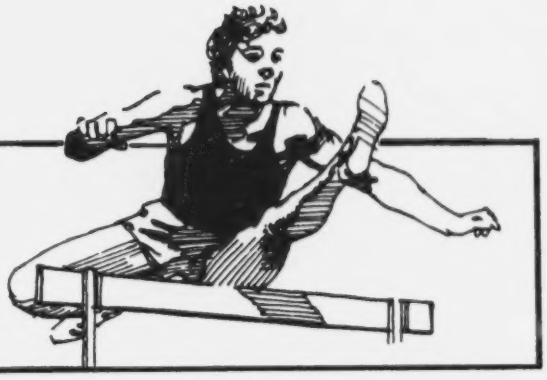
GYMNASTICS

TRAMPOLINE SKILLS	Levels I	II	III	IV
A. Basic Bounce	*			
B. The Break	*			
C. Basic Bounce Variations				
1. Swan	*			
2. Tuck		*		
3. Pike		*		
4. Jackknife			*	
5. Straddle pike			*	
6. Turns		*		
D. Seat Drop		*		
E. Hands and Knee Drop		*		
F. Knee Drop		*		
G. Front Drop			*	
H. Back Drop			*	
I. Combinations and Twists				
1. Half twist to seat			*	
2. Swivel hips			*	
3. Seat drop to front			*	
4. Front drop to seat drop			*	
5. Half twist to back drop			*	
6. Back drop to front drop			*	
7. Front drop to back drop			*	
8. Airplane			*	
9. Half twist from back drop			*	
10. Half turntable			*	
11. Band roll			*	
12. Cradles			*	
J. Rules	*			
K. Safety	*			
L. Officiating			*	
M. Terminology	*			
N. History	*			
O. Leadership	*			
P. Current Issues	*			

GYMNASTICS

TUMBLING SKILLS	Levels I	II	III	IV
A. Forward Rolls				
1. Forward roll to squat	*			
2. Forward roll to stepout	*			
3. Straddle forward roll	*			
4. Dive forward roll				
a. piked		*		
b. layout			*	
B. Backward Rolls				
1. Backward roll to squat	*			
2. Piked backward roll		*		
3. Straddle backward roll		*		
4. Back extension			*	
C. Inverted Stunts and Springs				
1. Headstand		*		
2. Handstand		*		
3. Cartwheel		*		
4. One-hand cartwheel			*	
5. Front walkover			*	
6. Back walkover			*	
7. Headspring on folded mat			*	
8. Neckspring				*
9. Round-off				*
10. Front handspring				*
11. Back handspring				*
12. Round-off back handspring				*
D. Safety	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

INDIVIDUAL ACTIVITIES



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Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

INDIVIDUAL ACTIVITIES DIMENSION LEARNER OUTCOMES

Individual Activities are those which by their nature can be pursued by an individual with or without a partner or opponent. Activities included are: archery, cross-country running, five-pin bowling, ten-pin bowling, golf, track and field, weightlifting, and wrestling.

Each dimension provides psychomotor (P), cognitive (C), and affective (A) development. The following outcomes identify the knowledge, attitudes, and physical and social skills related to the individual activities dimension. Acknowledging individual differences, each student will develop:

P 1. the basic skills, techniques, and form associated with selected individual activities;

P 2. the ability to use acquired physical skills in a wide variety of individual activities;

P/C 3. the ability to identify and participate in a variety of fitness-inducing activities that relate to or complement selected individual activities;

C 4. understanding of the origin and history of various individual activities and the etiquette, rules, terminology, safety concepts, mechanical principles and current developments that apply to various individual activities;

C 5. the ability to monitor improvement and set personal goals in various individual activities;

A 6. an appreciation of and respect for the safety, effort, and abilities of oneself, partners, opponents, officials, and instructors;

A 7. confidence and a desire to attempt new individual activities;

A 8. increased self-confidence, self-sufficiency, and individual initiative; and

A 9. an appreciation of the role of individual activities in the achievement and maintenance of one's personal fitness potential.

INDIVIDUAL ACTIVITIES

ARCHERY SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Eye dominance	*			
2. Labeling archery tackle	*			
3. Selection of equipment				
a. bow	*			
b. arrow	*			
c. finger tab and glove	*			
d. arm guard	*			
e. quiver	*			
4. Stringing the bow				
a. step-through method	*			
5. Unstringing the bow				
a. step-through method	*			
6. Placement of quiver with arrows	*			
7. Wearing of finger tab	*			
8. Wearing of arm guard	*			
9. Retrieving arrows	*			
B. Shooting Skills				
1. Stance	*			
2. Bow hold	*			
3. Nocking the arrow	*			
4. Set hook	*			
5. Raise unit	*			
6. Draw	*			
7. The anchor				
a. primary anchor	*			
b. secondary anchor	*			
8. Aiming				
a. instinctive	*			
b. point of aim		*		
c. gap methods		*		
d. bow sights			*	
9. Release	*			
10. Follow-through	*			
C. Safety	*			
D. Rules	*			
E. Scoring	*			
F. Archery	*			
G. Archery Terms	*			
H. Care of Equipment	*			
I. Leadership	*			
J. Current Issues	*			

INDIVIDUAL ACTIVITIES

CROSS-COUNTRY RUNNING SKILLS	Levels I	II	III	IV
A. Basic Techniques of Running				
1. Head position	*			
2. Body-lean	*			
3. Leg and footwalk				
a. length of stride	*			
b. leg lift	*			
4. Arm action				
a. relaxation	*			
b. rhythm	*			
5. Breathing control	*			
6. Pacing	*			
7. Various terrain				
a. flat	*			
b. uphill	*			
c. downhill	*			
B. Training Methods				
1. Speed and distance varying				
a. overdistance but slower		*		
b. underdistance but faster		*		
c. pace work			*	
2. Hill running				
a. sustained hills			*	
b. moderate hills		*		
c. steep hills			*	
3. Strength training				
a. weights		*		
b. circuit training		*		
c. stair running		*		
d. snow or sand running			*	
e. exercise bicycle			*	
4. Fartlek training				
a. for recovery purposes		*		
b. for developing aerobic capacity		*		
c. hill fartlek			*	
d. sprint fartlek			*	
e. stride-outs			*	
f. speed play			*	
5. Interval training				
a. types				
i. distance intervals		*		
ii. speed intervals		*		
iii. recovery intervals		*		
b. number of intervals		*		
c. safety problems		*		
6. Parlauf		*		

INDIVIDUAL ACTIVITIES

CROSS-COUNTRY RUNNING SKILLS	Levels I	II	III	IV
C. Cross-Country Strategy				
1. Individual strategy				
a. the start	*			
b. pacing				
i. time		*		
ii. placing		*		
c. the finish		*		
2. Team strategy				
a. the start			*	
b. rabbit running				*
c. pack running			*	
d. pair running			*	
D. Rules	*			
E. Safety	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

INDIVIDUAL ACTIVITIES

FIVE-PIN BOWLING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Grip	*			
2. Stance	*			
3. Approach				
a. three-step	*			
4. Aiming				
a. pin bowling	*			
b. spot bowling	*			
5. Delivery				
a. straight ball	*			
b. back-up ball		*		
6. Follow-through	*			
B. Game Strategy				
1. Making strikes				
a. left pocket			*	
b. right pocket	*			
2. Making spares				
a. handling corner pins	*			
b. groups of pins	*			
c. splits			*	
C. Scoring	*			
D. Rules	*			
E. Safety	*			
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

INDIVIDUAL ACTIVITIES

GOLF SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Selection and equipment care				
a. clubs	*			
b. balls	*			
c. bags	*			
d. carts	*			
e. shoes	*			
f. glove	*			
2. Swing				
a. grip				
i. overlap	*			
ii. interlock	*			
iii. baseball	*			
b. stance				
i. square	*			
ii. open		*		
iii. closed		*		
c. addressing the ball	*			
d. backswing	*			
e. forward swing	*			
f. contact	*			
g. follow-through	*			
3. Short irons				
a. putting	*			
b. wedge shots		*		
c. pitch shots	*			
d. chipping	*			
e. approach shots	*			
4. Long irons				
a. 1 through 6 irons	*			
5. Woods				
a. driver	*			
b. fairway woods		*		
B. Game Skills				
1. Reading greens	*			
2. Bunker shots			*	
3. Hills				
a. uphill lie			*	
b. downhill lie			*	
4. Shots from the rough			*	
5. Trees				
a. shooting over			*	
b. shooting under			*	
6. Wind				
a. from the side			*	
b. from the back			*	
c. from the front			*	

INDIVIDUAL ACTIVITIES

GOLF SKILLS	Levels I	II	III	IV
C. Types of Competition				
1. Match play	*			
2. Stroke play	*			
3. Medal play	*			
4. Two-ball foursome	*			
D. Scoring	*			
E. Rules	*			
F. Safety	*			
G. Etiquette	*			
H. Terminology	*			
I. History	*			
J. Leadership	*			
K. Current Issues		*		

INDIVIDUAL ACTIVITIES

TEN-PIN BOWLING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Grip	*			
2. Stance	*			
3. Approach				
a. four-step	*			
b. five-step	*			
4. Aiming				
a. pin bowling	*			
b. spot bowling	*			
5. Delivery				
a. straight ball	*			
b. hook ball	*			
c. curve ball		*		
d. back-up ball			*	
B. Game Strategy				
1. Making strikes	*			
2. Making spares				
a. left centre group	*			
b. far left group	*			
c. right centre group	*			
d. far right group	*			
e. splits			*	
C. Scoring	*			
D. Rules	*			
E. Etiquette	*			
F. Safety	*			
G. Terminology	*			
H. History	*			
I. Leadership	*			
J. Current Issues	*			

INDIVIDUAL ACTIVITIES

TRACK AND FIELD SKILLS	Levels I	II	III	IV
A. Running				
1. Sprints to middle distances				
a. starts				
i. commands	*			
ii. elongated start		*		
iii. bunch start	*			
iv. standing	*			
v. use of blocks	*			
b. running form				
i. body angle	*			
ii. head position	*			
iii. arm action	*			
iv. leg action	*			
v. stride length	*			
c. pacing		*		
d. finish		*		
2. Hurdles				
a. start	*			
b. hurdling form				
i. approach	*			
ii. clearance	*			
iii. sprinting between hurdles	*			
iv. rhythm	*			
3. Relays				
a. baton passes				
i. non-visual				
– palm up		*		
– palm down		*		
ii. visual				
– palm up	*			
iii. passing zones	*			
B. Jumping				
1. Long jump				
a. approach run	*			
b. gather	*			
c. take-off	*			
d. flight				
i. tuck	*			
ii. hang			*	
iii. hitch kick	*			
e. landing	*			
2. Triple jump*				
a. approach run	*			
b. gather	*			
c. take-off	*			

* Research indicates that triple jump is not a safe activity for females.

INDIVIDUAL ACTIVITIES

TRACK AND FIELD SKILLS	Levels I	II	III	IV
d. hop	*			
e. step	*			
f. jump	*			
g. flight				
i. tuck	*			
ii. hangs				*
iii. hitch kick				*
h. landing	*			
3. High jump				
a. techniques				
i. scissor jump	*			
ii. western roll		*		
iii. straddle roll		*		
iv. fosbury flop		*		
b. approach		*		
c. gather		*		
d. take-off and jump		*		
e. landing		*		
4. Pole vault				
a. grip		*		
b. carrying the pole		*		
c. plant		*		
d. swing		*		
e. ride		*		
f. vaulting				
i. no crossbar		*		
ii. supported vaulting			*	
iii. full vault				*
g. bar clearance			*	
h. landing		*		
C. Throwing				
1. Shot-put				
a. grip	*			
b. starting position				
i. front of circle	*			
ii. back of circle		*		
c. putting				
i. standing put	*			
ii. glide across the circle put		*		
d. release	*			
e. recovery	*			
2. Discus				
a. grip	*			
b. standing throw				
i. stance	*			
ii. preliminary swings	*			
iii. release	*			
iv. follow-through	*			
v. recovery	*			

INDIVIDUAL ACTIVITIES

TRACK AND FIELD SKILLS	Levels I	II	III	IV
c. full turn throw				
i. stance		*		
ii. preliminary swings		*		
iii. turn		*		
iv. release		*		
v. recovery		*		
3. Javelin				
a. grip	*			
b. carry position	*			
c. approach				
i. one step	*			
ii. slow walk	*			
iii. full		*		
d. throw	*			
e. follow-through	*			
f. recovery		*		
D. Rules	*			
E. Safety	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Training Techniques	*			
J. Leadership	*			
K. Current Issues	*			

INDIVIDUAL ACTIVITIES

WEIGHTLIFTING SKILLS	Levels I	II	III	IV
A. Basics				
1. Warm-up	*			
2. Strengthening legs	*			
3. Strengthening back	*			
4. Strengthening chest	*			
5. Strengthening shoulders	*			
6. Strengthening arms	*			
B. Olympic Lifts				
1. Snatch				
a. grip	*			
b. squat-style snatch	*			
c. split-style snatch	*			
2. Clean and jerk				
a. grip	*			
b. clean portion of lift	*			
c. jerk portion of lift	*			
3. Training lifts for snatch				
a. power snatches		*		
b. snatch pulls		*		
c. overhead squats		*		
d. hang snatches		*		
4. Training lifts for clean and jerk				
a. clean pulls		*		
b. jerk from the rack		*		
c. military press		*		
d. presses behind the neck		*		
C. Powerlifts				
1. Squat	*			
2. Bench press	*			
3. Deadlift	*			
4. Exercises for squat				
a. front squats		*		
b. leg extensions		*		
c. leg curls		*		
d. leg presses		*		
5. Exercises for bench press				
a. inclined bench presses		*		
b. dumbell bench presses		*		
c. dips		*		
d. triceps extension		*		
6. Exercises for deadlift				
a. bent-over rowing		*		
b. stiff-legged deadlifts		*		

INDIVIDUAL ACTIVITIES

WEIGHTLIFTING SKILLS	Levels			
	I	II	III	IV
D. Competitions				
1. Weight classes			*	
2. Scoring			*	
3. Lifting order			*	
4. Judging			*	
E. Terminology	*			
F. History	*			
G. Safety	*			
H. Leadership	*			
I. Current Issues	*			

INDIVIDUAL ACTIVITIES

WRESTLING SKILLS	Levels I	II	III	IV
A. Basic Exercises				
1. Individual				
a. front bridge	*			
b. wrestler's bridge	*			
c. forward belly-roll	*			
d. bear crawl	*			
e. alternate hand touches	*			
f. push-ups	*			
g. hurdler's stretch	*			
h. shoulder roll	*			
i. front roll	*			
j. alternate toe touches	*			
k. sit-ups	*			
l. vertical sits	*			
m. horizontal dips	*			
n. stride jumps	*			
o. military crawl	*			
p. cartwheels	*			
q. giant stride	*			
2. Partner				
a. vertical sit-ups		*		
b. reverse grip lift-overs		*		
c. sit-ups on partner's back		*		
d. flip flops		*		
e. back to back squats		*		
f. fall into wrestler's bridge with partner's help		*		
g. two person pull-ups		*		
h. three point bridging		*		
i. partner front rolls		*		
j. partner squats		*		
k. wall dips		*		
B. Prone Position to Pin				
1. Half nelson	*			
2. Chicken wing		*		
3. Double wristlock and walkaround	*			
4. Reverse half nelson	*			
5. Open the man up	*			
6. Power half nelson				*
7. Arm bar – outside crotch	*			
8. Ankle cross			*	
9. Cradle		*		
10. Triple ride			*	
C. Referee's Position				
1. Top	*			
2. Bottom	*			

INDIVIDUAL ACTIVITIES

WRESTLING SKILLS	Levels I	II	III	IV
D. Breakdowns				
1. Waistlock – near elbow	*			
2. Far arm – near knee	*			
3. Headlever		*		
4. Far ankle – far knee	*			
5. Double lock on far ankle	*			
6. Pancake			*	
7. Cross-face		*		
E. Scoring System	*			
F. Counters to Breakdown				
1. Head up	*			
2. Counters to half nelson				
a. clear head	*			
b. lock-up and away	*			
c. elbow pressure	*			
3. Counters to chicken wing				
a. elbow pressure		*		
4. Winglocks				
a. near side		*		
b. far side		*		
c. double winglock		*		
G. Stances				
1. Square	*			
2. Staggered	*			
H. Takedowns				
1. Single leg pickup	*			
2. Single leg with leg hook		*		
3. Double leg				
a. to the side	*			
b. straight back	*			
c. spin behind		*		
4. Duck under				
a. takedown from behind		*		
I. Counters to Takedowns				
1. Sprawl	*			
2. Head control	*			
3. Cross-face		*		
4. Crotch lift				*
5. Head and arm				*
J. Safety and Illegal Holds	*			
K. Officiating Techniques		*		
L. Rules	*			

INDIVIDUAL ACTIVITIES

WRESTLING SKILLS	Levels			
	I	II	III	IV
M. Terminology	*			
N. History	*			
O. Leadership	*			
P. Current Issues	*			

OUTDOOR PURSUITS

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Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

OUTDOOR PURSUITS DIMENSION LEARNER OUTCOMES

Outdoor Pursuits emphasize physical activities requiring wise and careful use of the natural environment. Activities included are: alpine skiing (downhill), backpacking/hiking, camping, canoeing, cycling, Nordic skiing (cross-country), orienteering, sailing, skating, snowshoeing, and wilderness living skills.

Each dimension provides psychomotor (P), cognitive (C), and affective (A) development. The following outcomes identify the knowledge, attitudes, and physical and social skills related to the outdoor pursuits dimension. Acknowledging individual differences, each student will develop:

P 1. the basic skills, techniques, and form associated with one or more outdoor activity;

P/C 2. the ability to identify and pursue a variety of fitness-inducing activities that relate to or complement selected outdoor pursuits;

C 3. an understanding of the origin and history of outdoor pursuits and the terminology, rules, safety concepts, mechanical principles and current developments that apply to outdoor pursuits;

A 4. an appreciation and respect for the natural environment;

A 5. an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons;

A 6. social skills that promote acceptable standards of behaviour and positive relationships with others;

A 7. increased self-confidence, self-sufficiency, and individual initiative; and

P 8. an appreciation of the role of outdoor pursuits in the achievement and maintenance of one's personal fitness potential.

OUTDOOR PURSUITS

ALPINE SKIING SKILLS (DOWNHILL)	Levels I	II	III	IV
A. Basic Skills				
1. Balance	*			
2. Coordination	*			
3. Muscular strength and endurance	*			
4. Cardiorespiratory fitness	*			
5. Timing	*			
B. Individual Skills				
1. Beginner				
a. equipment selection				
i. poles	*			
ii. skis	*			
iii. boots	*			
iv. outerwear	*			
b. fundamental skills				
i. falling				
– to side	*			
– forward	*			
ii. rising from fall				
– on flat surface	*			
– on hill	*			
– herringbone rise		*		
iii. climbing				
– side step	*			
– diagonal side step		*		
– herringbone step		*		
iv. step turn				
– on flat surface	*			
– on incline	*			
– starting on a slope	*			
v. straight running				
– balance	*			
vi. snow plow				
– straight line	*			
– plow-run-plow	*			
– turning	*			
vii. glide christie	*			
viii. elementary christie		*		
ix. basic parallel				
– wide track		*		
2. Intermediate				
a. traversing		*		
b. sideslipping				
i. straight		*		
ii. diagonal		*		
c. christies				
i. pivoting		*		
ii. edging		*		
iii. pressure		*		

OUTDOOR PURSUITS

ALPINE SKIING SKILLS (DOWNHILL)	Levels I	II	III	IV
d. unweighting to simultaneous leg rotation			*	
e. skiing moguls				
i. leading surface			*	
ii. top surface			*	
3. Advanced				
a. christies				
i. edge control			*	
ii. pivoting control			*	
iii. pressure control			*	
b. dynamic parallel				*
c. short radius christies				
i. slalom				*
d. step turns				
i. skating steps				*
ii. parallel steps				*
e. moguls				
i. short radius (troughs)				*
f. ice skiing				*
g. powder skiing				*
4. Lift riding				
a. chair	*			
b. rope	*			
c. t-bar	*			
d. poma	*			
C. Competitive Forms				
1. Downhill				*
2. Slalom				*
3. Giant slalom				*
4. Freestyle				*
D. Etiquette	*			
E. Terminology	*			
F. History	*			
G. Safety	*			
H. Leadership	*			
I. Current Issues	*			

OUTDOOR PURSUITS

BACKPACKING/HIKING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Conditioning				
a. feet and legs				
i. rhythmic stride	*			
– flat	*			
– uphill	*			
– downhill	*			
b. with weighted pack	*			
2. Health and safety				
a. familiar ground	*			
b. finding your way				
i. trails	*			
ii. maps		*		
iii. compass		*		
iv. marking trails		*		
v. guide books	*			
c. avoiding danger				
i. falls	*			
ii. apparent shortcuts	*			
iii. steep slopes	*			
iv. snow and ice	*			
v. fire	*			
vi. wild animals	*			
vii. poisonous plants	*			
viii. insects	*			
d. first aid	*			
e. rescue and evaluation procedure			*	
B. Equipment				
1. Boots				
a. upper	*			
b. sole	*			
c. shank	*			
d. weight	*			
e. fit			*	
f. care and breaking in	*			
2. Stockings	*			
3. Clothing				
a. layering	*			
i. wicking layer	*			
ii. insulating layer	*			
iii. wind proof layer	*			
b. hats	*			
c. rainwear	*			
4. Bedding				
a. sleeping bags	*			
b. ground cover		*		
c. ensolite/thermo rest pad	*			

OUTDOOR PURSUITS

BACKPACKING/HIKING SKILLS	Levels I	II	III	IV
5. Shelter				
a. cabins	*			
b. tents	*			
c. tarps	*			
d. lean-to		*		
6. The pack				
a. knapsack	*			
b. rucksack	*			
c. packboard	*			
d. contour frame	*			
e. internal frame	*			
7. Kitchen kit	*			
C. Packing				
1. Packing your gear	*			
2. Balancing the load				
a. high-riding load	*			
b. low-riding load	*			
3. Adjusting the straps	*			
D. Carrying				
1. Comfort	*			
2. Control point		*		
3. Resting and nutrition	*			
E. Walking				
1. Personally suited posture				
a. forward lean	*			
b. straight up	*			
2. Pacing	*			
3. Varied terrain	*			
4. Regular rest period	*			
5. Warning indicators	*			
F. Games and Other Things to Do				
1. Orienteering		*		
2. Nature photography or sketching		*		
3. Wildlife photography or sketching		*		
4. Reading signs			*	
5. "Hunting"				*
G. Etiquette	*			
H. Terminology	*			
I. History	*			
J. Safety	*			
K. Leadership	*			
L. Current Issues	*			

OUTDOOR PURSUITS

CAMPING SKILLS	Levels I	II	III	IV
A. Selecting a Site				
1. Level ground	*			
2. High, dry ground	*			
3. Water source	*			
4. Wood supply	*			
5. Insects	*			
6. Sheltered ground				
a. wind	*			
b. rain and snow	*			
B. Camp Procedures				
1. Gathering wood	*			
2. Building a fire	*			
3. Setting up sleeping area	*			
4. Setting up shelter				
a. tent	*			
b. tarp		*		
c. lean-to			*	
5. Unpacking the pack	*			
6. Sanitation				
a. human waste				
i. burying	*			
b. garbage				
i. burning	*			
ii. carrying it out	*			
7. Food cache	*			
8. Breaking camp				
a. putting out the fire	*			
b. packing gear	*			
c. cleaning the site	*			
9. Low impact camping	*			
C. Etiquette	*			
D. Terminology	*			
E. History	*			
F. Safety	*			
G. Leadership	*			
H. Current Issues	*			

OUTDOOR PURSUITS

CANOEING SKILLS	Levels I	II	III	IV
A. Canoe Profiles				
1. Bottom				
a. flat	*			
b. round	*			
2. Tumblehome	*			
3. Keels				
a. standard	*			
b. lake	*			
c. shoe	*			
4. Bows and sterns				
a. narrow	*			
b. full	*			
c. rockered	*			
d. flat	*			
5. Construction				
a. wood and canvas	*			
b. fiberglass	*			
c. aluminum	*			
d. kevlar	*			
6. Paddles				
a. beavertail blade	*			
b. racing blade	*			
c. voyageur blade	*			
d. Indian River blade	*			
B. Launching a Canoe				
1. Carrying a canoe				
a. single carry	*			
b. multiple carry	*			
2. Launching				
a. shoreline				
i. single	*			
ii. two person	*			
b. dock				
i. single	*			
ii. two person	*			
C. Entering a Canoe				
1. From shoreline				
a. single	*			
b. double	*			
2. From dock				
a. single	*			
b. double	*			
D. Paddling Positions				
1. Standing				*
2. Sitting		*		

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OUTDOOR PURSUITS

CANOEING SKILLS	Levels I	II	III	IV
3. Kneeling				
a. both knees	*			
b. one knee			*	
4. Squatting	*			
5. Tandem paddling positions				
a. calm water	*			
b. rough weather		*		
c. white water				*
6. Changing positions		*		
E. Strokes				
1. Stop or jam stroke	*			
2. Bow stroke	*			
3. J stroke	*			
4. Draw stroke		*		
5. Crossbow draw			*	
6. Stern sweep			*	
7. Reverse sweep		*		
8. Pushaway			*	
9. Canadian stroke			*	
10. Backwater stroke			*	
F. Windy Weather Paddling				
1. Quartering			*	
2. Canoe catamaran			*	
3. Turning			*	
G. Portaging				
1. Paddle lashing	*			
2. Teepee or ranger lift		*		
3. Solo lift		*		
4. Two person carry	*			
5. Tracking or lining			*	
H. Safety Manoeuvres				
1. Jumping out of a canoe				
a. singles	*			
b. doubles	*			
2. Entering an upright canoe				
a. singles	*			
b. doubles	*			
3. Swamped canoe				
a. emptying from shoreline		*		
b. emptying from dock		*		
c. boarding		*		
d. hand paddling		*		
e. t-rescue			*	

OUTDOOR PURSUITS

CANOEING SKILLS	Levels			
	I	II	III	IV
I. Types of Canoeing				
1. Lake	*			
2. River	*			
3. White water				*
J. Safety	*			
K. Terminology	*			
L. History	*			
M. Care of Equipment	*			
N. Leadership	*			
O. Current Issues	*			

OUTDOOR PURSUITS

CYCLING SKILLS	Levels I	II	III	IV
A. Checking a Bicycle's Condition				
1. Wheels and tires	*			
2. Spokes	*			
3. Bearings	*			
4. Brakes	*			
5. Gears	*			
6. Frame	*			
7. Fenders	*			
8. Chain wheel	*			
9. Pedals	*			
10. Handlebars and saddle	*			
11. Drop test	*			
12. Chain (lubrication and stretching)	*			
B. Riding Basics				
1. Starting and stopping	*			
2. Pedaling				
a. ankling	*			
b. cadence	*			
3. Changing gears				
a. three-speed hub	*			
b. derailleurs	*			
4. Gripping handlebars				
a. riding on the flat	*			
b. uphill riding	*			
c. downhill riding	*			
d. riding into a head wind	*			
5. Cornering	*			
6. Dodging	*			
7. Bumps	*			
8. Drafting				*
C. Cycle Touring				
1. Necessary supplies	*			
2. Loading supplies		*		
3. Riding a loaded bicycle		*		
4. Group riding techniques		*		
5. Roadside repairs		*		
6. Support vehicle		*		
7. Route planning		*		
D. Cycle Racing				
1. Time trial racing		*		
2. Track racing		*		
3. Road racing			*	
4. Cycle-cross racing			*	

OUTDOOR PURSUITS

CYCLING SKILLS	Levels I	II	III	IV
E. Safety				
1. Legal aspects	*			
2. Clothing				
a. colours	*			
b. warmth	*			
3. Rainy weather	*			
4. Snowy weather	*			
5. Bridges	*			
6. City	*			
7. Country	*			
8. Carrying passengers	*			
9. Mirrors	*			
F. Terminology	*			
G. History	*			
H. Safety	*			
I. Leadership	*			
J. Current Issues	*			

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OUTDOOR PURSUITS

NORDIC SKIING SKILLS (CROSS-COUNTRY)	Levels I	II	III	IV
A. Care and Selection of Equipment				
1. Skis	*			
2. Bindings	*			
3. Heel plates	*			
4. Boots	*			
5. Poles	*			
6. Clothing	*			
B. Basic Skills				
1. Diagonal stride				
a. no poles	*			
b. poles	*			
2. Falling and rising	*			
3. Kick turn	*			
C. Skills for Variety of Terrain				
1. Flat terrain				
a. diagonal stride	*			
b. three-step diagonal stride				*
c. four-step diagonal stride				*
d. double pole				
i. one-step double pole		*		
ii. two-step double pole		*		
e. skating		*		
2. Uphill terrain				
a. diagonal stride	*			
b. side step	*			
c. traversing	*			
d. herringbone	*			
e. uphill diagonal			*	
f. side step traverse			*	
3. Downhill terrain				
a. straight run	*			
b. straight run over bumps and hollows	*			
c. snowplough				
i. turn	*			
ii. braking	*			
iii. stops	*			
d. turns				
i. step turn	*			
ii. kick turn	*			
iii. skate turn		*		
iv. christie turn		*		
v. telemark turn			*	
vi. skid turn		*		
D. Waxing				
1. Preparing the ski	*			
2. Base wax	*			
3. Running wax	*			

NORDIC SKIING SKILLS (CROSS-COUNTRY)	Levels			
	I	II	III	IV
4. Grip zone	*			
5. Glide zone	*			
6. Waxless skiing	*			
E. Etiquette	*			
F. Touring Safety	*			
G. Terminology	*			
H. History	*			
I. Safety	*			
J. Leadership	*			
K. Current Issues	*			

OUTDOOR PURSUITS

ORIENTEERING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Locomotor skills				
a. running	*			
b. walking	*			
2. Map skills				
a. reading a map	*			
b. orienting a map	*			
c. holding a map	*			
d. making a map	*			
3. Space and time skills				
a. estimating distance on the site	*			
b. planning a route	*			
c. navigating a route	*			
d. orienting oneself	*			
B. Activities Utilizing Orienteering Skills				
1. Treasure hunt	*			
2. Scavenger hunt	*			
3. Miniature orienteering	*			
4. Score orienteering	*			
5. Memory orienteering	*			
6. Route orienteering	*			
C. Advanced Skills				
1. Map skills				
a. reading a map				
i. as a group	*			
ii. individually	*			
iii. with ruler	*			
iv. with compass		*		
v. by estimating		*		
b. determining distance				
i. with ruler	*			
ii. with compass		*		
iii. by estimating		*		
c. constructing a mental image of terrain		*		
d. orienting a map				
i. by inspection		*		
ii. by using compass directions		*		
e. holding a map	*			
f. making a map		*		
g. retrospective map reading			*	
h. map memory			*	
2. Space and time skills				
a. estimating distance on site				
i. packing		*		
ii. time		*		
iii. map scale		*		

OUTDOOR PURSUITS

ORIENTEERING SKILLS	Levels I	II	III	IV
b. planning and navigating a route				
i. paths of least resistance				
– elevations		*		
– vegetation		*		
– pathways		*		
– distance		*		
c. route choice		*		
d. aiming-off		*		
3. Compass skills				
a. identifying compass parts	*			
b. holding a compass	*			
c. orienting a map	*			
d. taking a bearing from a map		*		
e. sighting on an object to take a bearing		*		
f. sighting on an object to take a back bearing			*	
g. moving along a predetermined bearing			*	
4. Skill utilization				
a. map walk activity		*		
b. score orienteering		*		
c. cross-country orienteering		*		
d. line orienteering		*		
e. route orienteering		*		
f. map memory orienteering			*	
g. street orienteering		*		
h. relay orienteering		*		
i. team orienteering		*		
j. project orienteering			*	
k. night orienteering				*
l. alternative methods of travel				
i. cross-country skiing				*
ii. cycling				*
iii. canoeing				*
iv. snowshoeing				*
D. Safety	*			
E. Rules	*			
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

OUTDOOR PURSUITS

SAILING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Working with various parts of a boat				
a. centreboard	*			
b. rudder	*			
c. tiller	*			
d. blocks	*			
e. boom	*			
f. mainsail	*			
g. mast	*			
h. halyard	*			
i. batten	*			
2. Dumping				
a. righting a boat	*			
b. climbing into a boat	*			
B. Moving on the water				
1. Tacking from the dock	*			
2. Getting out of irons	*			
3. Beam reach				
a. heeling	*			
b. hiking	*			
c. blow-down	*			
4. Coming about	*			
5. Broad reach	*			
6. Sailing downwind				
a. controlled jibe	*			
7. Sailing upwind				
a. tacking	*			
C. Stowage and Care of Equipment				
1. Stowing equipment	*			
2. Care and repair				
a. sails		*		
b. ropes		*		
D. Rules of Sailing	*			
E. Safety	*			
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

OUTDOOR PURSUITS

SKATING SKILLS	Levels I	II	III	IV
A. Basic Skills				
1. Skates				
a. fitting	*			
b. tying	*			
2. Walking	*			
3. Getting on the ice	*			
4. Getting off the ice	*			
5. Falling	*			
6. Getting up	*			
B. Individual Skills				
1. Walking on ice	*			
2. Starting				
a. forward				
i. T push-off	*			
ii. V push-off	*			
iii. crossover		*		
b. backward				
i. C stride		*		
3. Skating				
a. forward				
i. gliding				
– two-feet	*			
– one-foot	*			
– inside edges	*			
– outside edges	*			
– around a turn	*			
ii. stroking				
– straight line	*			
– crossovers	*			
– flatfoot	*			
– slalom		*		
b. backward				
i. gliding				
– two-feet		*		
– one-foot		*		
– inside edges		*		
– outside edges		*		
– around a turn		*		
ii. stroking				
– straight line		*		
– crossovers		*		
4. Stopping				
a. half snowplow	*			
b. snowplow	*			
c. parallel	*			
d. one-foot	*			
e. back stop	*			

OUTDOOR PURSUITS

SKATING SKILLS	Levels I	II	III	IV
5. Pivoting				
a. front to back		*		
b. back to front		*		
6. Turns				
a. tight	*			
b. coasting	*			
7. Jumping				
a. from a standing position		*		
b. forward two-foot jump		*		
c. backward two-foot jump			*	
d. bunny hop			*	
e. waltz jump				*
f. salchow				*
g. toe loop jump				*
8. Spinning				
a. two-feet			*	
b. one-foot				*
C. Rules	*			
D. Safety	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

OUTDOOR PURSUITS

SNOWSHOEING SKILLS	Levels I	II	III	IV
A. Equipment				
1. The snowshoe				
a. trail	*			
b. bearpaw	*			
c. beavertail	*			
2. Bindings	*			
3. Traction devices		*		
4. Balance aids	*			
B. Basic Skills				
1. Walking	*			
2. Falling and rising				
a. without poles	*			
b. with poles	*			
3. Using poles			*	
4. Turns				
a. star turn	*			
b. kick turn	*			
5. Backing up	*			
6. Trail breaking			*	
C. Skills for Variety of Terrain				
1. Flat terrain	*			
2. Uphill terrain				
a. edging		*		
b. uphill step		*		
c. traversing		*		
3. Downhill terrain				
a. downhill stop turn		*		
b. downhill high stop		*		
c. jumping downhill			*	
4. Crossing creeks			*	
5. Crossing obstacles			*	
D. Etiquette	*			
E. Safety	*			
F. Terminology	*			
G. History	*			
H. Leadership	*			
I. Current Issues	*			

OUTDOOR PURSUITS

WILDERNESS LIVING SKILLS	Levels I	II	III	IV
A. Equipment				
1. Clothing				
a. summer	*			
b. spring	*			
c. winter	*			
2. Footwear				
a. leather boots	*			
b. rubber boots	*			
c. moccasins		*		
d. polar boots		*		
3. Packs	*			
4. Sleeping bags	*			
5. Axes	*			
6. Knives	*			
7. Saws	*			
8. Stones and fuel	*			
9. Survival kit	*			
B. Finding Your Way				
1. Map reading		*		
2. Compass		*		
3. Reading natural signs	*			
4. Trail signs	*			
C. Sheltering				
1. Spring, summer and fall weather				
a. brush mattress	*			
b. tree shelters	*			
c. lean-to				
i. brush		*		
ii. tarp	*			
iii. double lean-to with open ridge			*	
d. domed hut				*
e. tipi				*
2. Winter				
a. snow cave		*		
b. trench		*		
c. igloo				*
d. quincy		*		
D. Fire				
1. Starting				
a. matches	*			
b. alternative methods		*		
2. Managing a fire	*			
3. Fire safety	*			
4. Cooking fire	*			

OUTDOOR PURSUITS

WILDERNESS LIVING SKILLS	Levels I	II	III	IV
E. Water				
1. Finding water	*			
2. Purifying water		*		
F. Food				
1. What to bring along	*			
2. Wild game and fish				
a. hunting techniques		*		
b. snares			*	
c. deadfalls			*	
d. fishing		*		
G. Camp Management				
1. Siting camp	*			
2. Waste disposal	*			
3. Storing equipment	*			
4. Preserving food			*	
5. Camp clean-up	*			
H. First Aid				
1. Cuts	*			
2. Sprains	*			
3. Fractures		*		
4. Hypothermia	*			
5. Frostbite		*		
6. Insect bites	*			
I. Signalling for Assistance				
1. Fire and smoke	*			
2. Brush	*			
3. Flares	*			
4. Cloth	*			
5. Mirrors		*		
6. Radio	*			
7. Sound signals			*	
J. Walking Out				
1. Cross-country		*		
2. Travelling on water				*
3. Travelling in winter				*
K. Terminology	*			
L. History	*			
M. Safety	*			
N. Leadership	*			
O. Current Isues	*			

APPENDICES

LEARNING RESOURCES

Basic learning resources are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies. No basic texts have been designated for the secondary physical education program.

Recommended learning resources are those learning resources approved by Alberta Education because they complement basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

Recommended print learning resources and records may be purchased from the Learning Resources Distributing Centre of Alberta Education. All recommended video learning resources may be obtained from ACCESS NETWORK.

Supplementary learning resources are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience. The publishers and distributors have been identified to facilitate ordering but it is recommended that each title be reviewed before it is purchased.

The recommended and supplementary learning resources listed in Appendices A and B apply to the level of skill of the student, rather than to grade level.

The following physical education internal materials are available from ACCESS NETWORK:

Videotapes:

264001	Dimensions of Success
264002	Action Planning
264003	Teaching Methods
264004	Management and Organization
264005	Evaluation
264006	Fitness
264007	Dance
264008	Gymnastics
264009	Games

Print Support:

Secondary Physical Education Inservice Manual
"Our Physical Education Program" (wall chart)

The support documents *Secondary Physical Education Student Evaluation* (1988) and *Integrating Physically Disabled Students into Physical Education* (1985) are available from the Learning Resources Distributing Centre of Alberta Education.

APPENDIX A

Recommended Teacher Resources

AQUATICS

1. Water Safety Instructor Guide and Reference: Volumes 1, 2 and 3. (Print.) Toronto: The Canadian Red Cross Society, 1983.

   Provides analysis information for stroke improvement lifesaving skills, and instructional strategies. Contains many Levels 1-4 skills. Does not include games to play in the pool.

DANCE

1. An Introduction to the Teaching of Dance. (Print.) Elizabeth R. Hayes. New York: Robert E. Krieger Publishing, 1980.

   Many suggestions and strategies for teaching modern dance. Includes some ballroom content. Does not include folk dance. For those requiring more depth of treatment. Covers Levels 1-2.

2. Ballroom Dancing. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

   Useful beginning handbook for ballroom dance. Covers Levels 1-3 of the program.

3. Dance a While Handbook of Folk, Square, and Social Dance. 5th edition. (Print.) James A. Harris, Anne M. Pittman and Marlys S. Waller. Minneapolis: Burgess Publishing Company, 1978. Canadian Distributor: Atlantic Book Ltd., Truro, N.S.

   Covers Levels 1-4 for ballroom and folk dance. Covers Levels 1-3 for square dance. Comprehensive treatment with many activities. Does not include evaluation suggestions. A first choice.

4. Debonair Dancers. (16mm film.) Allison Nigh-Strelich. Santa Barbara, California: Brooks-Strelich, 1984. Distributed in Canada by McNabb Films. Teacher inservice.

   This film is appropriate for teacher inservice training and workshops. It excellently portrays the philosophy of educational dance through demonstrating how disabled and Down's syndrome persons can be taught to dance expertly and to learn concurrently social and communication skills. Running time is 25 minutes.

5. Folk Dance, Secondary. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1981.

   Useful introduction to planning and teaching secondary folk dance. Covers Levels 1-4 of the program but the depth of treatment is shallow.

6. Jazz Dance. (Multimedia Kit.) Geraldine Van Gyn, and Donna Van Sant O'Neill. Victoria, British Columbia: University of Victoria, 1986.

   The components include videotapes, a teacher's manual and an audiotape. Covers many Levels 1-4 skills.

7. Square Dance. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1984.

   Useful for planning and organizing for instruction. Helpful to beginning teachers. Covers Levels 1-2 of the program.

RECOMMENDED TEACHER RESOURCES: RECORDS

TITLE/NO.	DANCE	LEVEL	COUNTRY
FOLK DANCE			
Folk Dancer CMH 1051	Man in the Hay Marklander	2 3	Germany Germany
Folk Dancer CMH 1059	Korobushka	2	Russia
Folkraft 1173	Sicilian Tarantella Fado Blanquita	2 3	Italy Brazil
Folkraft 1108	Mayim	3	Israel
Folkraft 1109	Shiboleth Basadeh Harmonica	2 3	Israel Israel
Folk Dances of French Canada DC 123321	La Bastringue Gigue Aux Six Maple Leaf Stomp Brandy Rump Bump	1 2 1 3	 French Canada
Folk Dances from "Round the World" A106	Jibi-di Jibi-da Road to the Isles Gathering Peascods Tropanka	1 1 2 2	France Scotland England Bulgaria

RECOMMENDED TEACHER RESOURCES: RECORDS

TITLE/NO.	DANCE	LEVEL	COUNTRY
Folk Dances from "Round the World" A106	Ace of Diamonds	1	Denmark
	Practise Polka	1	Lithuania
	Hora	1	Israel
Folk Dances from "Round the World" A107	Migildi Magildi	3	Wales
	The Hatter	2	Denmark
	Spinning Waltz	2	Finland
	Circle Schottische	1	Scandinavia
	Rheinlander	3	Norway
	Rufty Tufty	3	England
	To Tur	3	Denmark
	Gustaf's Skoal	1	Sweden
	Dashing White Sergeant	3	Scotland
	Sellenger's Round	2	England
	Bohreen's Dance	3	Ireland
	Black Nag	3	England
	Greensleeves	1	England
<u>FOLK DANCE AND/OR SOCIAL DANCE</u>			
ROUNDS AND MIXERS			
Windsor 4619-B	Show Off Your Lady	2	
	Five Foot Two	2	
Folkraft 1093	Jessie Polka	1	
Folkraft 1037	Oh Johnny	2	
<u>SQUARE DANCE</u>			
The Fundamentals of Square Dance	Instructional Series	1 & 2	

FITNESS

1. Aerobics with Fun. (Print.) Charles T. Kuntzleman and Michael and Gail McGlynn. Spring Arbor, Michigan: Arbor Press, 1982.

   Useful where the school has an aerobics program. Contains useful exercises, ideas and activities. Includes circuit training.

2. Fitness for Life: An Individualized Approach. 3rd edition. (Print.) Philip E. Allsen, Joyce M. Harrison and Barbara Vance. Dubuque, Iowa: Wm. C. Brown Publishers, 1984.

   Covers may of the Levels 1-4 skills for fitness and weight training. Includes a comprehensive section on nutrition and exercise. Useful for planning and presenting Division IV fitness programs.

3. Fitness for Life: Physical Education Concepts. Teacher's Edition. (Print.) Alex F. Carre, Charles Corbin and Ruth Lindsay. Toronto: Gage Publishing Ltd., 1980.

   Suitable for planning and organizing junior high fitness programs. Both teacher's manual and student text are useful teacher references. Stresses the reasons why exercise and fitness are important. Contains self-evaluation strategies.

GAMES A

1. Basketball. (Print.) Calgary Board of Education, Physical Education Department Curriculum Action Project, 1983.

   Skills and progressions of skills clearly indicated. Most useful for beginning teachers. No evaluation strategies.

2. Basketball Handbook. (Print.) Physical Education Series. John Mills. Vancouver: Hancock House Publishers, 1980.

   Contains skills, drills and evaluation suggestions. Has sample lesson plans and logical development of skills. Covers Levels 1, 2, and parts of Level 3 of the program.

3. Beginner's Program. (Print.) Georges Lariviere. Ottawa: Canadian Amateur Hockey Association Hockey Development Council, 1980.

   This book contains skills, drills and activities useful in the teaching of skating and hockey. Also recommended for use with Outdoor Pursuits.

4. Coaching Manual Level 1. (Print.) Toronto: Federation of Broomball Association(s) of Ontario, n.d.

   Contains Levels 1-4 skills.

5. Dynamic Skating. (Print.) Buck Matiowski. Ottawa: Canadian Amateur Hockey Association Hockey Development Council, 1980.

   A thorough approach to teaching skating skills. Also recommended for use with Outdoor Pursuits.

6. Field Hockey. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1983.

   Contains useful organizational material, skills, drills, and progressions. The coverage is limited. Useful for teachers introducing this activity.

7. Field Hockey Handbook. Physical Education Series. (Print.) Jenny John. Vancouver: Hancock House Publishers, 1980.

   Covers the curriculum content. Contains basic skills and drills. Clear diagrams. Evaluation strategies include affective, cognitive and psychomotor domains. Provides more depth than the Calgary Board of Education manual.

8. Manual for Coaches. (Print.) Vanier, Ontario: Canadian Rugby Union, 1981.

   The manual is a binder containing a number of booklets: "Even Better Rugby", "Mini Rugby", "Small Side Games" (1980), "Back Play . . . An Introduction" (1980), and "Weight Training for Rugby Football" (1981), as well as coaching data. Has useful drills and activities. Covers some Levels 1-4 skills.

9. Netball. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1979.

   Contains useful information for organizing and teaching netball. Includes skills, drills and progressions. Covers the basic Levels 1-4 skills.

10. Ringette Level 1 Technical Manual. (Print.) Vanier, Ontario: Ringette Canada National Coaching Certification Program, 1982.

    Comprehensive treatment which includes information on equipment, rules, planning skills and drills. Covers many Levels 1-2 skills.

11. Soccer Handbook. (Print.) Physical Education Series. David Keith. Vancouver: Hancock House Publishers, 1980.

    Contains basic skills and drills. Includes evaluation strategies. Covers most of the program at each level.

12. Softball Coaching Manual Level 2. (Print.) National Softball Coaching Certification Committee. Vanier, Ontario: Canadian Amateur Softball Association, 1979.

    Contains good illustrations of grip and stance, and has good diagrams. Has useful ideas and covers most Levels 1-3 skills. Some Level 4 skills are included.

13. Team Handball. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1983.

14. Touch Football Teaching Guide. (Print.) Ottawa: Canadian Amateur Football Association, 1984.

    Covers many Levels 1-4 skills. Is aimed at both males and females.

15. Volleyball in the Secondary School. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1979.

More useful for junior high than senior high school. This manual contains some useful drills, skill breakdowns and teaching points. Its strengths are the easy-to-follow format and useful techniques and systems of play. Covers about 50 percent of the skills at each level.

GAMES B

1. Badminton in the Secondary School. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1982.

Useful resource for junior high. It has a good breakdown of drills, is helpful in organizing maximum activity ratios in limited spaces and in providing drill ideas. Covers basic skills but has limited coverage of Levels 1-4 skills.

2. Teaching Squash: An Introduction. (Print.) Ottawa: Canadian Squash Raquette Association, 1980.

This book relates squash to fitness and lifetime activity. Lesson plans are included. Most Levels 1-4 skills are covered.

3. Tennis. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1984.

This well laid out manual contains clear progression information and useful activities. Many Levels 1-2 skills are covered.

4. Tennis Handbook. (Print.) Physical Education Series. Gesele Lajoie and Bob Lajoie. Vancouver: Hancock House Publishers, 1980.

This manual, developed to support the British Columbia secondary physical education program, covers most Levels 1-4 skills.

GYMNASTICS

1. Gymnastics: A Practical Guide for Beginners. (Print.) Tony Murdock and Nik Stuart. London: Franklin Watts, 1982.

Contains useful skill development suggestions and progressions. Helpful for beginning teachers. Covers most levels and skills.

2. Men's Artistic Gymnastics Handbook. (Print.) Physical Education Series. Gerald Carr. Vancouver: Hancock House Publishers, 1981.

This teacher's manual was developed to support the British Columbia physical education curriculum. It is helpful for teachers who have only a minimal gymnastics background. Covers most Levels 1-4 skills.

3. Modern Rhythmic Gymnastics. (Print.) Jenny Bott. Wakefield, West Yorkshire, England: E.P. Sport Publishing Ltd., 1981.

Breaks down the components of rhythmics. Contains useful skills, skill breakdowns, group activities and suggestions. Includes most Levels 1-4 skills.

4. Women's Artistic Gymnastics Handbook. (Print.) Physical Education Series. Elizabeth P. Danskin. Vancouver: Hancock House Publishers, 1983.

   Directed to teachers rather than coaches. Covers Levels 1-4 of the program. Originally developed to support the British Columbia physical education curriculum.

INDIVIDUAL ACTIVITIES

1. Instructor's Basic Manual of the Federation of Canadian Archers Inc. Revised Edition. (Print.) Vanier, Ontario: Federation of Canadian Archers, 1982.

   Contains many Levels 1-3 skills. A section on archery programs for disabled archers is included. Class organization and planning for instruction as well as many diagrams and illustrations provide assistance to teachers unfamiliar with this sport.

2. Five-Pin Bowling. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

   Contains basic information and useful strategies. Covers most Levels 1-4 skills. Does not include history or evaluation techniques.

3. Golf. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

   For teachers new to golf instruction. This manual has good organizational information, useful warm-up exercises, and in-gym activities. Addresses many of the Level 1 skills.

4. Ten-Pin Bowling. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

   Contains basic activities and organizational techniques. Covers many Level 1 skills.

5. Track and Field for Secondary Schools. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1983.

   Well laid out. Useful planning and activity sections. Does not contain evaluation strategies, rules or javelin activities. Covers many Levels 1-4 topics.

OUTDOOR PURSUITS

1. A Resource Manual on Canoeing for Disabled People. (Print.) Michael Arthur and Stacy Ackroyd-Stolarz. Hyde Park, Ontario: The Canadian Recreational Canoeing Association, n.d.

2. Alpine Ski Technique. (16mm film.) Rolf Kjarenski. Produced and directed by Douglas Sinclair. Toronto: Kinetic Film Enterprises Ltd., 1980.

   This film was shot in Garibaldi, B.C. and in the Laurentians. It covers many Levels 1-4 skills including lift riding, side stopping, rising from a fall, snowplow run and turn, and christies. It does not cover history or etiquette. The film is 27 minutes long.

3. Beginner's Program. (Print.) Georges Lariviere. Ottawa: Canadian Amateur Hockey Association Hockey Development Council, n.d.

   This book contains skills, drills and activities useful in the teaching of skating and hockey. Also recommended for use with Games A.

4. Dynamic Skating. (Print.) Buck Matiowski. Ottawa: Canadian Amateur Hockey Association Hockey Development Council, 1980.

   A thorough approach to teaching skating skills. Also recommended for use with Games A.

5. Orienteering Handbook. Level 1. (Print.) Physical Education Series. Anne Anthony. Vancouver: Hancock House Publishers, 1980.

   Very useful for beginning teachers. Contains clear objectives, suggestions for activities and evaluation techniques. Covers the majority of Levels 1-4 topics but does not include Level 4 content such as alternative methods of travel, cross-country skiing, cycling, canoeing or snowshoeing.

6. Orienteering Handbook. Level 2. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

   Goes beyond Orienteering, Level 1. Covers most Levels 1-3 topics. Does not cover Level 4 and history.

7. Outdoor Pursuits Core Program. (Print.) "Canoeing" (1980), "Fires and Stoves" (1983), "Navigation" (1984), "Nutrition" (1983), "Shelters" (1983), "Trip Planning" (1984), "Personal Equipment" (1983). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project.

   As a package, these titles more than cover most aspects of the outdoor program.

OTHER

1. The Edge Beyond. (16mm film.) Toronto: Global Communications Ltd., 1985. Distributed by Thomas Howe Associates Ltd.

   Portrayed are members of Canada's Olympic Disabled Ski Team participating in the Innsbrück Olympics. These young people are shown training at Banff. Their training regimes include both cycling and swimming long distances. Many of the skiers were disabled by cancer—one is a double amputee. They are shown skiing downhill, jumping, negotiating a slalom and racing. This 22 minute film is useful both for inservice and student viewing.

2. High School Intramurals. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1984.

3. Integrating Physically Disabled Students into Physical Education. (Print.) Edmonton: Alberta Education, 1985.

4. Junior High School Intramurals. (Print.) Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1981.

5. Teaching Physical Education. 3rd edition. (Print.) Muska Mosston and Sara Ashworth. Columbus, Ohio: Merrill Publishing Company, 1985.

APPENDIX B

Supplementary Resources

Supplementary resources have been identified for the following dimensions.

FITNESS

1. Dynamics of Fitness: The Body in Action. (Filmstrip Kit.) Pleasantville, New York: Human Relations Media, 1980.

2. Fit To Be You. (Filmstrip Kit.) Ash Hayes. Burbank, California: Walt Disney Educational Media Co., 1981.

   The kit includes filmstrips on muscles, heart-lungs, and flexibility and body composition. The teacher's guide contains pretests, information on fitness activities and data which pertain to junior high school age students.

3. See How We Run. (16mm Film.) Vancouver: Spectra Media Productions, 1983. Distributed by Marlin Motion Pictures.

   Shows the joys, rewards and pain of running. Covers Levels 3 and 4. Suitable for Division IV. The running time is 31 minutes.

GAMES A

1. Coaching Goalkeepers. (Print.) Kathleen Broderick and Marina van der Merwe. (Print.) Ottawa: Canadian Women's Field Hockey Association, 1981.

2. Fastball-Type Games. (Print.) Basic Skills Series. Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980. (Basic resource for elementary physical education.)

3. Focus on Soccer. (Videotape Series.) Brentford, Middlesex, England: Rank Video Library, 1977. Distributed in Canada by Omega Films.

   This seven-part series is fairly comprehensive. Part 1 includes the history of the sport and basic skills. It covers Levels 1-3 of the program. Part 2 demonstrates the technique of safe goalkeeping including handling, clearing and organizing defenses. Part 3 focuses on the defender and part 4 on the mid-field player. The fifth, sixth and seventh programs deal with the winger, the striker and team work. Each program is about 25 minutes long.

4. Instructional Curling. (Film Series.) "The Game and Equipment", "Three Steps to the Slide Delivery", "Sweeping Start to Finish", "Basic Curling Strategy", "Skipping Principles and Team Responsibility." Toronto: Labatt's Brewery for Curl Canada, 1984. (Also available on videotape.) The films vary from 15 to 22 minutes.

   A sixth film in the series has less fit to the Alberta program. The films are useful in demonstrating skills. Teachers should be aware that there is some alcohol advertising, particularly in films 1 and 2, through the positioning of players so that the background signs are visible. Available free on loan from the Alberta Curling Association.

5. More New Games . . . and Playful Ideas from the New Games Foundation. (Print.) Andrew Fluegelman. New York: Dolphin Books/Doubleday and Company Inc., 1981.

6. Ringette Skills Series. (16mm Film Series.) "Ringette—Goal Tending", "Ringette—Skills", and "Ringette—Skating". (Three 16mm films of a four-part film series.) Ottawa: Ringette Canada, 1981.

   These films are useful for portraying necessary skills and techniques. "Ringette Skills" includes the pass, receiving, and the forehand shot. "Ringette Skating" includes the forward crossover, the backward crossover, and snowplow. Drill suggestions and progressions are also included. The three films together cover most Levels 2-4 skills. The films are 10-12 minutes in length.

7. Teaching Soccer. (Print.) Burgess Sport Teaching Series. (William Thompson.) Minneapolis, Minnesota: Burgess Publishing Company, 1980.

   Has useful skills and drills and covers many Levels 1-4 skills.

8. Tournament Selection and Organization. (Print.) Sandra C. Kerelink. Edmonton: Department of Physical Education, University of Alberta, n.d.

9. Women's Power Volleyball. "Individual Offensive Skills" and "Individual Defensive Skills." (Two 16mm films.) North Palm Beach, California: The Athletic Institute, 1982. Distributed in Canada by Thomas Howe Associates.

   Clear descriptions of skills and demonstrations of techniques. Covers Levels 1-3 of the program. "Individual Defensive Skills" also includes some coverage of Level 4 skills. Each film is 11 minutes long.

GAMES B

1. Fundamentals of Racquetball. (16mm Film Series.) "Forehand and Backhand", "Racquetball Shots", "Racquetball Serves and Returns", "Strategies for Singles, Doubles and Cut-Throat". Palm Beach, California: Athletic Institute and the Racquetball Manufacturers Association, 1983. Distributed in Canada by Thomas Howe Associates.

   These four films portray equipment, techniques and strategies. Coverage includes skills from Levels 1-4 of the program. Each film is about 10 minutes long.

2. Hand, Paddle and Racquet-Type Games. (Print.) Basic Skills Series. Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980. (Basic resource for elementary physical education.)

OUTDOOR PURSUITS

1. Orienteering, Level 1. (Print.) Basic Skills Series. Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project and the Canadian Association for Health, Physical Education and Recreation, 1980.

   Excellent for review or introduction. Covers all the "A" and "B" content listed under Orienteering in the curriculum guide. (Listed as a "Basic" resource in the Elementary Physical Education Curriculum Guide, 1983.)